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ABSTRACT

Presented are the results of a survey of secondary school programs for educable mentally handicapped (EMH) students, representing the completion of stage 2 of the community level of the Social Learning Curriculum--the Problem-Oriented Social-Vocational Adaptation Program. Among the findings presented are the following: 1) very few programs programs combine academic, social, and vocational curricula, and there is a shift toward a stronger vocational emphasis at the senior high level; 3) the self-contained classroom was identified by the largest proportion of the sample as the typical educational setting of the program; and 4) the availability of resources that are apt to lead to the development of marketable skills are reported by a relatively small proportion of the sample. Implications discussed include the fact that EMH students may not be benefiting from high school facilities. A copy of the questionnaire is appended. (DLS)

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A SURVEY OF JUNIOR AND SENIOR HIGH SCHOOL PROGRAMS FOR EDUCABLE MENTALLY HANDICAPPED STUDENTS

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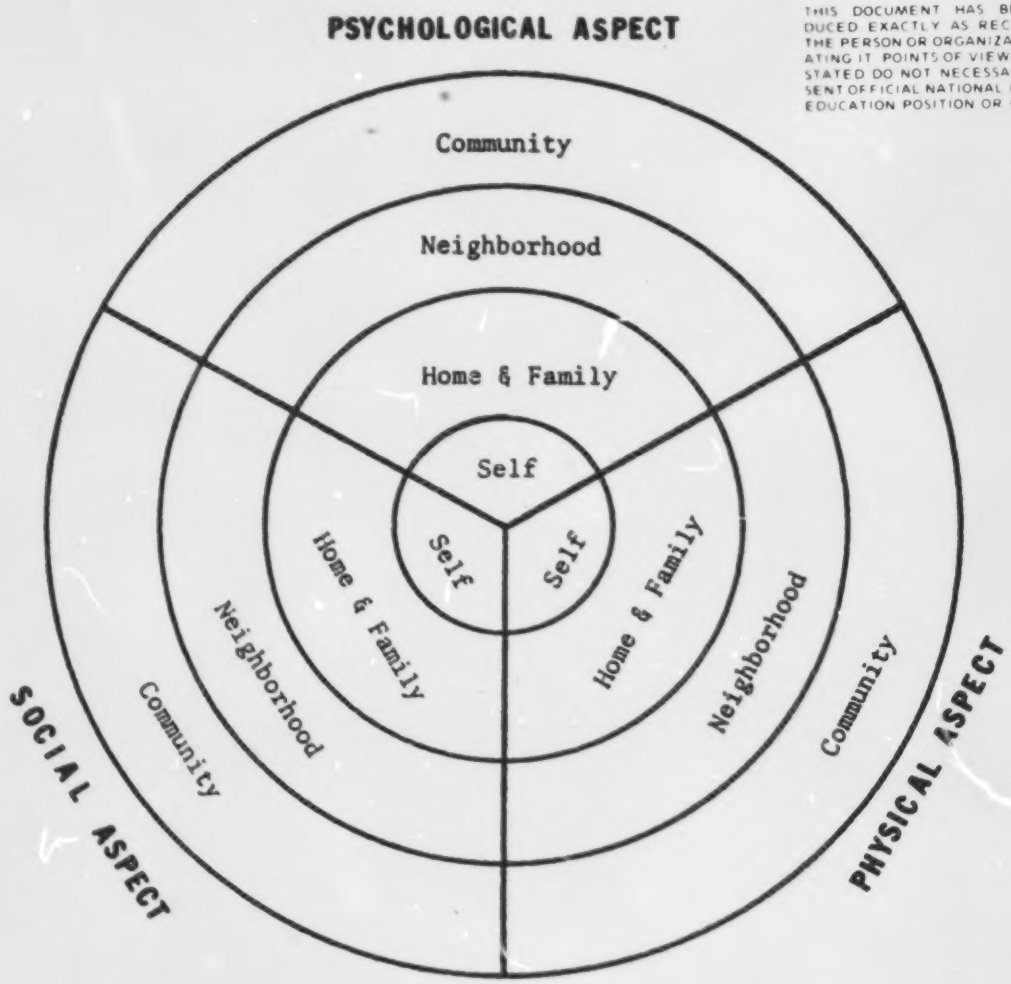

Social Learning Curriculum

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TABLE OF CONTENTS

BACKGROUND.....1

RATIONALE.....3

RESULTS AND DISCUSSION.....7

SUMMARY OF RESULTS.....67

IMPLICATIONS.....70

SUMMARY.....77

REFERENCES.....80

APPENDIX A.....81

Background

The Social Learning Curriculum (SLC) will, upon completion, take the shape of a developmentally sequenced continuum of learnings basic to social adaptation along the way to and at maturity. The major objective of the SLC is to develop in children the linked abilities to think critically and to act independently. The curriculum is child-free in the sense that it is not designed with particular categories of children in mind nor is it specific to predetermined age levels. Instead, the SLC is being developed under the assumption that the content of learning needs to be available to teachers and students in accordance with the developmental status and needs of the individual students. This makes possible the best possible match between actual and anticipated behavioral deficits and the learning content relevant to obviating the deficit without the confusion and/or mis-direction created by conventional labels (Gottlieb & Siperstein, 1976) and/or class assignment (Smith, Schimoler & Bortner, 1976).

Thus, the SLC begins at age zero, ability zero and continues through to conventional or legal school-leaving age. The model guiding the selection and sequencing of social adaptation content is discussed in detail elsewhere (Goldstein, 1969; Oelberg, 1973). Briefly, the model portrays the expanding social world of the developing child from immediately after birth to graduation into the community as a mature individual. The first stages of the SLC, sensory awareness and gross-motor, conform to the developmental growth pattern of very young children. Activities at this level provide children with the kinds of sensory and motor experiences necessary for the later development of sensori-motor and perceptual-motor skills.

While the SLC commences with sensori-motor learning content and, in doing so, incorporates language growth, it flows developmentally into social behaviors or problem solving that incorporate sensori-motor and/or language skills peculiar to successful performance in the designated task. This flow of learning content grows increasingly more complex in accordance with the conditions the maturing child encounters as his social, physical and psychological world expands with his maturation.

In order to attain the terminal objectives of the SLC, the linked abilities of critical thinking and independent acting, the curriculum incorporates in its structure both content and method. That is, the concepts and facts are organized into activities that stress an inductive problem-solving strategy and draw on problems common in school, home and peer relationships as content. In keeping with the conditions of life, there is a gradual diminution of the guiding activities of the teacher with concomitant increase in the responsibility of the student for the identification of the problem, the designation of its solution and the assessment of outcomes. This transition reaches its peak with the students involvement in that end of the curriculum continuum most often associated with secondary school education. This part of the curriculum has been identified as the Problem-Oriented Social-Vocational Adaptation Program (POSVAP). It represents the community level of the SLC and therefore becomes the final level in the developmental model consisting of Self, Home and Family, Neighborhood, and Community (Goldstein, 1969).

Rationale

The development of POSVAP was seen as consisting of five stages. The initial stage, which has been completed, involved a review of the literature and the preparation of a working paper. The working paper (Oelberg, 1973) outlined the fundamental educational philosophy that cuts across all the activities for the secondary level program as well as some of the goals and objectives that are to be implemented. The working paper also suggested that the area of secondary education for the educable mentally handicapped (EMH) was undergoing considerable change and it was necessary to canvass the field in order to get some idea as to what things were like in the various senior high programs. Thus, stage 2 involved a questionnaire designed to determine the existing conditions, practices, and attitudes with respect to the feasibility of implementing the POSVAP. While the data supplied by this questionnaire offer a vast array of potential analyses, this report represents the completion of stage 2 of the community level of the SLC in that it presents an analysis and write-up of a major part of the data as well as a discussion of the findings with respect to POSVAP development and implementation.

At the time of the conceptualization of the POSVAP certain specifications regarding the content, process and delivery system were set forth as essential in order for POSVAP to be optimally effective. Although the reasons for these specifications are stated at great length in the working paper, some aspects of the content, process and delivery system of the POSVAP will be briefly reviewed because they offer the basic rationale for much of the questionnaire.

In an effort to involve the students in critical thinking and independent action, it was proposed that the content of POSVAP should be in the form of a series of problem statements; each statement consisting of the information and skills needed to solve a problem and the interrelationships between that problem and similar or familiar problem situations. Furthermore, in preparing students to function in society, it was deemed vital for the students to learn skills and collect knowledge within the "real" environment where they will be expected to use the skills and knowledge. This would of course necessitate specific procedures, conducive to an inductive pedagogy, that would involve the organization of school time and resources so as to facilitate the students' ability to engage in independent problem solving under optimum conditions. Since life problems rarely occur within the walls of school buildings and the school settings do not offer all the resources necessary for "best" problem solving, students must have access to the community and must be able to make use of the resources within the total environment. That is, the POSVAP delivery system is heavily dependent upon the students' ability to move freely, and in some cases independently, out of the classroom and into the school and community. Thus, in attempting to obtain an up-to-date picture of what was happening in the field of secondary education for the EMH, the questionnaire dealt with the following issues:

1. What are the existing conditions of the EMH programs with respect to the prerequisites of the POSVAP?
2. What problems in implementation and dissemination are to be expected?
3. What are the trends in secondary education for the EMH and are they compatible with the tenor of POSVAP?
4. Are the goals and objectives for the POSVAP on target with the needs, intentions and ideals of the administrators of EMH programs?

Procedure

Questionnaire: The questionnaire consisted of sixteen items designed to gather information concerning the age and number of EMH students at the various class levels, the age and percentage of EMH senior high graduates and dropouts, the organizational structure (e.g., the location and arrangement of EMH classes; the titles of the EMH programs and administrators), the nature and scope of the existing programs (e.g., the time and personnel commitments to various classroom activities), the community facilities available to graduates and dropouts and the extent to which they are used, and the philosophy and goals of the programs. In addition, the questionnaire also attempted to determine what respondents thought an "ideal" curriculum for EMH students ought to be like. (A copy of the questionnaire appears in Appendix A.) The questions were phrased both in open-ended and forced choice formats. In those questions where the respondents were requested to identify one response from an array of alternatives, the alternative choices were based on the results of a previously conducted pilot questionnaire (Oelberg, 1973).

Sample: The analysis reported in this paper are based on responses from the Total Sample which consisted of the Random Sample plus the Field Sample. The Random Sample consisted of six randomly selected school districts, two had student populations over 10,000, two had populations between 5,000 and 10,000, and two had fewer than 5,000 students. The questionnaires were addressed to the superintendent of schools, with the instruction that they be forwarded to the person(s) most familiar with the secondary programs. Since the POSVAP, when completed, is expected to be field tested in areas where field test sites have already been established, copies of the questionnaire were also sent to each Field Test Advisor to be forwarded to the person(s) who they felt was most qualified to answer for the secondary EMH programs.

The rate of returns for each of the subsamples was as follows: For the random sample, of the 375 questionnaires sent out, 204 questionnaires were returned, including 12 returns which reported that the questionnaire was not applicable. This represents a rate of return of 54.4%. For the field sample, of the 148 questionnaires sent out, 63 were returned, including 2 returns after the cut-off date. This represents a rate of return of 42.6%.

Results and Discussion

The results of the questionnaire are presented on a question-by-question basis. The reason for this is to compare and contrast the questions in order to test the assumptions and highlight the findings germane to the basic rationale of the questionnaire. Consequently, although the reader may examine selected questions, the discussion of the results are generally within the context of issues raised in previous and subsequent questions.

Question 1

The first question was concerned with: (a) the approximate mean age of EMH students at the primary, intermediate, junior high, and senior high levels (Table 1) and (b) the approximate number of EMH students at each of these levels (Table 2). In addition to the descriptive value of this question, there were two other reasons for collecting this information. First, the extent to which the EMH senior high programs take on a vocational orientation and expose the students to work-study experiences is dependent upon the students' eligibility in terms of age, i.e., the students must be old enough to work. Second, it was important to determine whether there was a substantial decrease in the number of EMH students from the junior to the senior high level and, if so, the reasons for this decrease (Question 11).

Table 1 shows that the mean age of EMH students at the senior high is 16.6 years. This mean age, as well as the mean ages at the other class levels, is comparable to the mean age of non-EMH students at the same level. In addition, as indicated by the standard deviations, there seems to be very little age variability within each class level. The fact that the mean ages at each level are at intervals of approximately three years suggests that there is a constant age

TABLE 1

The Age of EMH Students at the Primary, Intermediate, Junior and Senior High Levels

Class Level	N[a]	Mean Age	s.d.
Primary	220	7.8	.93
Intermediate	217	10.8	1.00
Junior High	225	13.7	.88
Senior High	217	16.6	.78

[a] The number of questionnaire respondents at each class level.

TABLE 2

The Number of EMH Students at the Primary, Intermediate, Junior and Senior High Levels

Class Level	N[a]	Mean Number of Students	s.d.
Primary	212	38.8	36.9
Intermediate	210	45.0	38.6
Junior High	212	43.9	37.9
Senior High	207	40.6	35.6

[a] The number of questionnaire respondents at each class level.

range within each class level and that EMH students move on to the next class level after an average stay of three years. The homogeneity of the class levels in terms of age may be indicative of the widespread use of chronological age - as opposed to other considerations - as a factor in special class placements and interclass promotions. This is consistent with the findings of Smith et al. (1976).

Table 2 shows that for the most part there are no significant differences[1] between the mean number of EMH students at each of the four class levels. However, this should not be interpreted as representing a uniform distribution within class levels throughout the sample. As indicated by the magnitude of the standard deviations, there is a great amount of variability with respect to the EMH population at each level. The heterogeneity of the class levels may be accounted for by the fact that the sampling procedures employed in the study were such that school districts of varying sizes were included in the sample.

Question 2

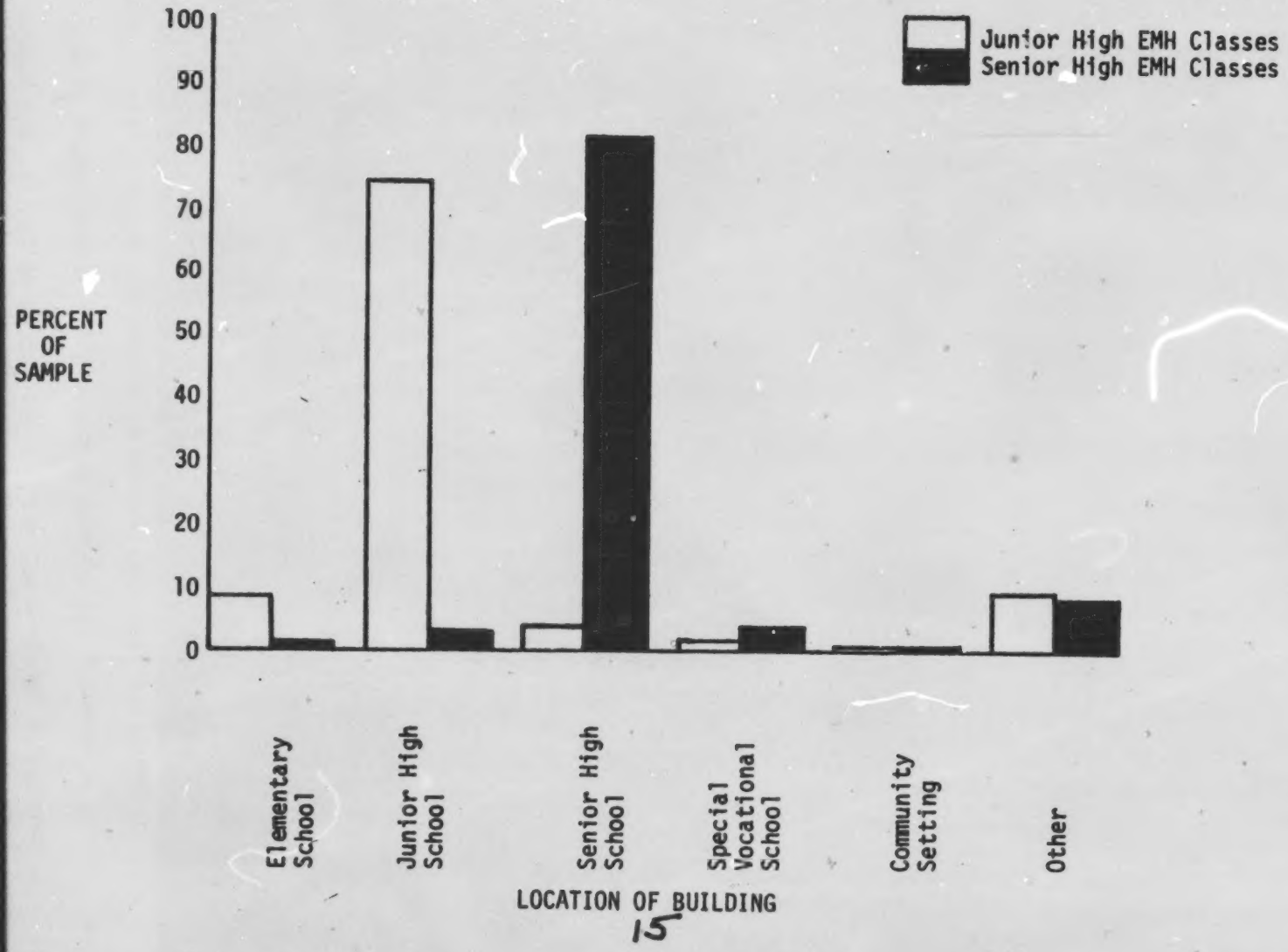
In the second question respondents were asked to identify the location of the main program for junior and senior high EMH students. This question was based on the rationale that programs which were vocationally oriented might better be located either in a vocational and/or community setting or in a senior high building where a wide variety of vocational resources would be available.

The results of this question are shown in Figure 1. Most significant are the findings that: (1) very few programs are located in vocational or

[1] The differences between the number of EMH students at the primary and intermediate class levels does approach significance ($p < .06$).

Figure 1

Location of Junior High and Senior High EMH Classes



community setting and (2) 80.6% of the senior high EMH programs are housed in the senior high school building. This would suggest the presence - if not the accessibility - of facilities and resources generally available to non-special classes. This issue will be dealt with again at a later point.

Questions 3 and 4

On the assumption that what a program is called and the type of person administering it might suggest the major thrust of a program, Questions 3 and 4 asked respondents to identify the title of the main programs for EMH students at the junior and senior high school levels as well as the title(s) of those responsible for their administration. Figure 2 shows some common titles of EMH programs and the proportion of the sample identifying each title as closest to the title of their EMH junior high and senior high main program. Similarly, Figure 3 shows the percent distribution of some common titles of persons responsible for the administration of the main EMH junior and senior high programs. (The program and administrator titles listed were chosen on the basis of a pilot questionnaire in which these questions were asked on an open-ended format).

The results of this question with respect to program titles lend themselves to two analyses. The first analysis attempts to identify the main thrust of the program. That is, as can be seen in Figure 2, the most frequently reported titles seem to reflect some combination of academic, social and vocational curriculum. Specifically, programs entitled "Special Education" (39.6% in junior high; 21.9% in senior high), "EMH/EMR Program" (16.4% in junior high; 9.2% in senior high) and "Special Class" (6.7% in junior high; 3.4% in senior high) seem to be more common than program titles reflecting a

Figure 2

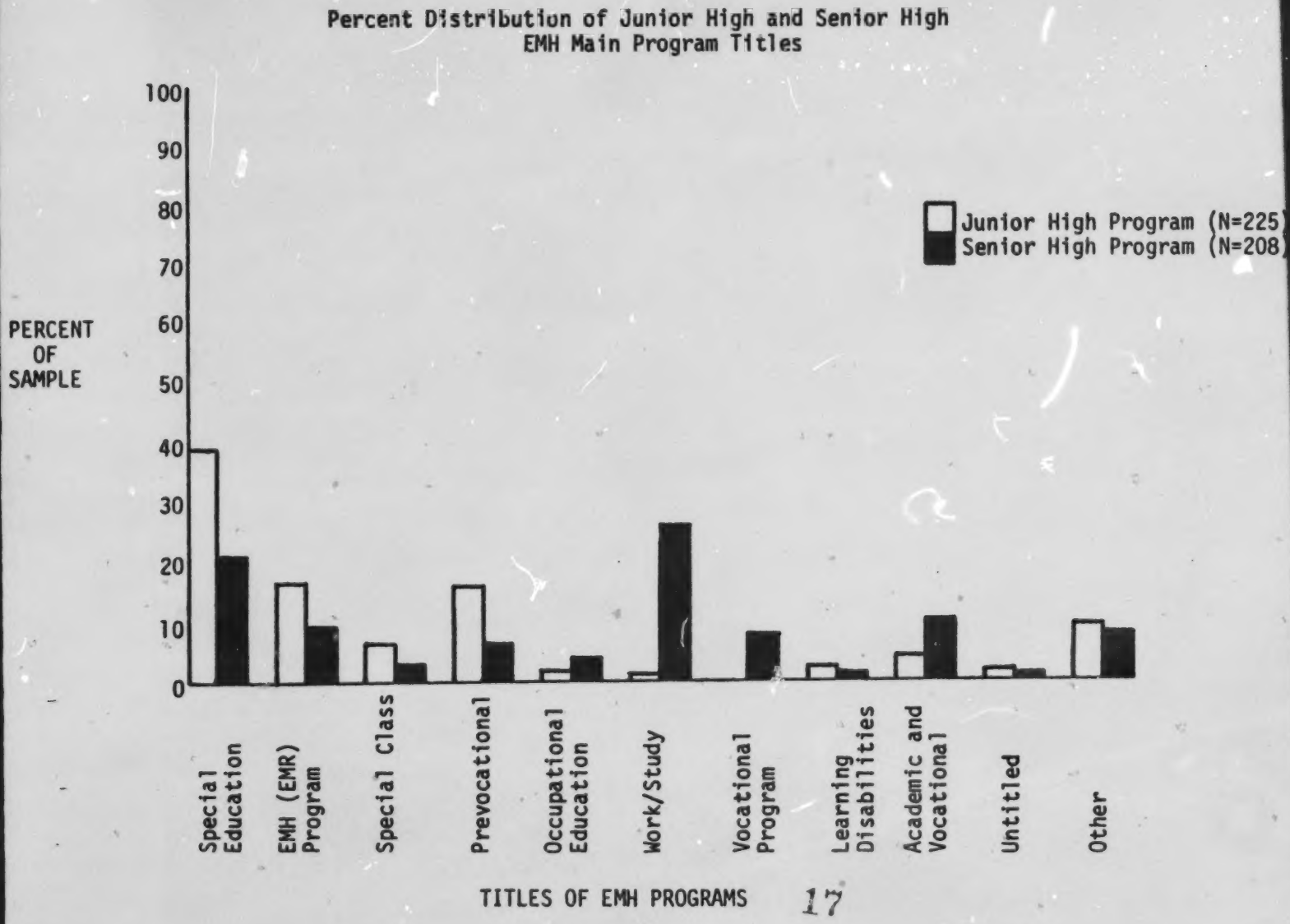
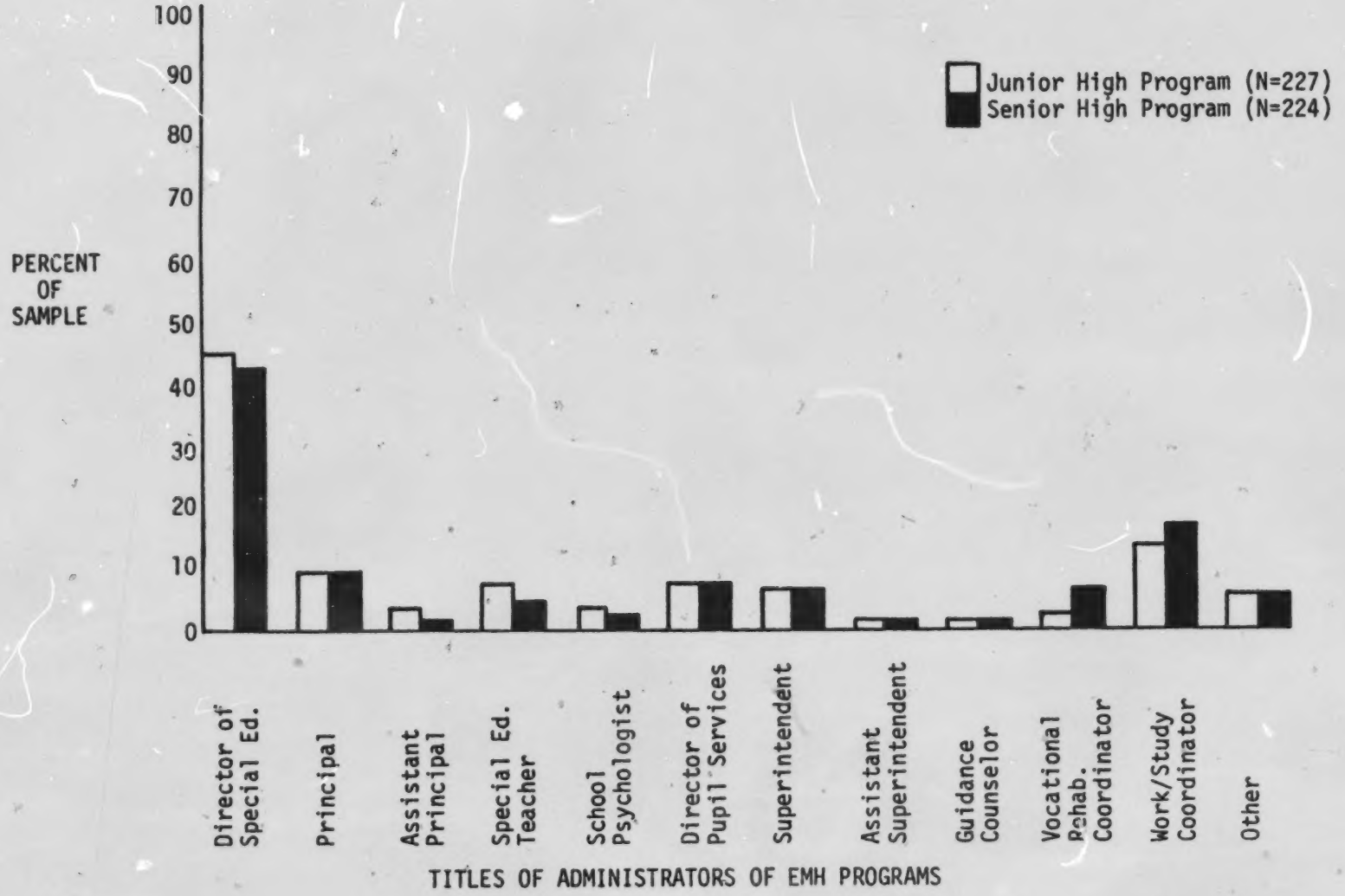

Percent Distribution of Junior High and Senior High
EMH Main Program Titles
Junior High Program (N=225)
Senior High Program (N=208)
PERCENT OF SAMPLE
100
90
80
70
60
50
40
30
20
10
0
Special Education
EMH (EMR) Program
Special Class
Prevocational
Occupational Education
Work/Study
Vocational Program
Learning Disabilities
Academic and Vocational
Untitled
Other
TITLES OF EMH PROGRAMS

Figure 3

Percent Distribution of Titles of Administrators
of Junior High and Senior High EMH Programs



stronger occupational or vocational emphasis such as "Prevocational" (16.0% in junior high; 6.3% in senior high), "Occupational Education" (1.8% in junior high; 4.3% in senior high), "Work Study" (1.3% in junior high; 26.4% in senior high), and "Vocational Program" (8.2% in senior high). However, there does seem to be a shift toward a stronger vocational emphasis, as conveyed by program titles, on the senior high level. In order to determine whether this shift is significant, a chi square analysis was performed by comparing the cumulative percentage of those program titles conveying an academic, social and vocational orientation for both the junior and senior high. As shown in Table 3, there is a significant difference between the junior and senior high in that there is a greater percentage of senior high program titles reflecting a strong vocational orientation ($\chi^2 = 57.9$; $p < .001$).

The second analysis deals with the different connotations regarding EMH students conveyed by program titles. Specifically, programs entitled "Special Education," "EMR/EMH/Program," "Special Class" and "Learning Disabilities" tend to have a more negative connotation, while titles such as "Prevocational," "Occupational Education," "Work-Study" and "Vocational Program" tend to have a more positive connotation. Table 4 shows a chi square analysis of the cumulative percentages of these two kinds of titles for both junior and senior high. As can be seen, there is a shift in the junior to the senior high reflecting an increase in titles with positive connotations ($\chi^2 = 18.04$; $p < .001$).

TABLE 3

A Comparison Between Program Orientation as Conveyed By Program Title at the Junior and Senior High Levels

Level:	Program Orientation: Academic, Social Vocational	Strong Vocational
Junior High	62.7%	19.1%
Senior High	33.8%	45.2%

$\chi^2 = 57.93$; $p < .001$

TABLE 4

A Comparison Between the Program Title Connotations at the Junior and Senior High Level

Level:	Program Title Connotation	
	Negative	Positive
Junior High School	62.1%	19.1%
Senior High School	35.2%	45.2%

$\chi^2 = 18.04$; $p < .001$

Considering the titles of the administrators of the EMH programs, two observations are in order. First, it can be seen in Figure 3 that the "Principal," "Assistant Principal," "Superintendent/Assistant Superintendent" are identified as the administrators of a good many EMH programs. It is logical to assume that these administrators have been trained in academically-oriented education and have little training or interest in special or vocational education. Nevertheless, they are reported as the administrators of the junior high program by 18% of the sample and as the administrators of the senior high program by 16% of the sample.

The second observation deals with the shift in program orientation at the senior high. That is to say, if the shift in program title at the senior high level signifies a shift in program orientation as suggested earlier, there should also be a shift in program administrative responsibility indicating a greater involvement of vocationally oriented personnel in decision making on the senior high level. However, as shown in Figure 3, there is little difference between the titles of the administrators of the programs at the junior high and senior high levels. On both levels, program responsibility in the majority of the sample appears to be in the hands of the director of special education. Thus, although the program titles indicated that there is more vocational-oriented programming going on in the senior high, the persons administering these programs are the same type of special services personnel administering the less vocationally-oriented junior high programs.

Question 5

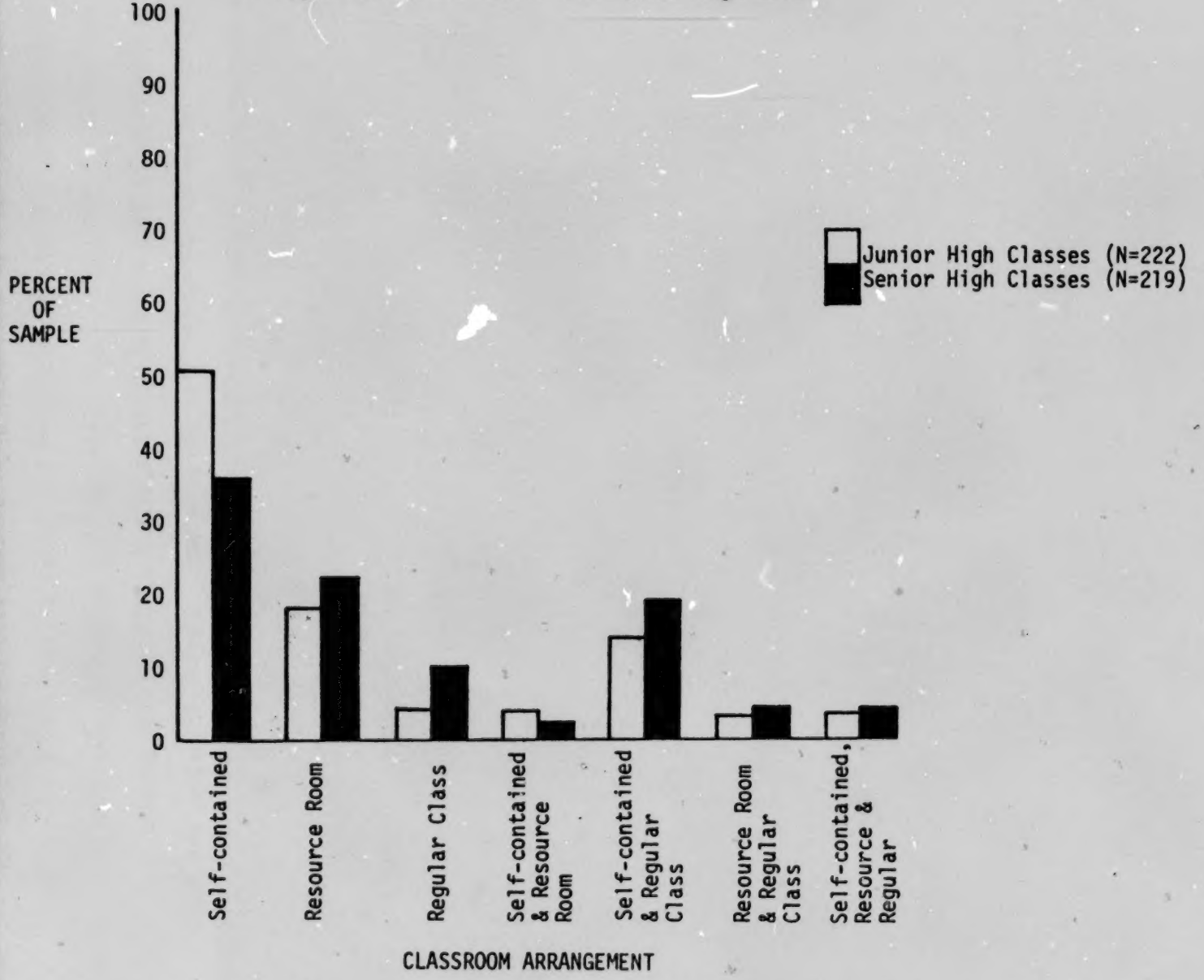
The nature of the existing educational settings would seem to be an important factor in developing the format and delivery system of a curriculum for the senior high. Based on this assumption, Question 5 attempted to determine the different types of classroom arrangements typical of junior and senior high EMH programs. Specificifically, the frequencies of the following educational settings were investigated: self-contained classrooms[2], resource rooms, regular class placement or any combination of the above. Figure 4 shows the proportion of the sample identifying each of these seven categories as the major type of classroom arrangement employed in the junior and senior high schools. It can be seen that: (a) the proportion of fully self-contained classrooms at the junior high level is greater than the proportion of fully self-contained classes at the senior high (50.5% vs. 31.1%), (b) the proportion of resource room settings is slightly higher at the senior high level (18.5% vs. 22.8%), and (c) the proportion of regular class placements is slightly higher at the senior high level (4.5% vs. 10.0%).

Comparing these results with the results of question two suggests a possible contradiction between the accessibility and utilization of available facilities. That is to say, although the findings of question two indicate that the locations of EMH programs are in the regular school building,

[2] It is logical to assume that since respondents were permitted to choose various combinations of settings, those respondents identifying a self-contained educational setting alone are indicating that the students remain in one classroom for the entire day.

Figure 4

Percent Distribution of Different Classroom Arrangements at the Junior and Senior High Level



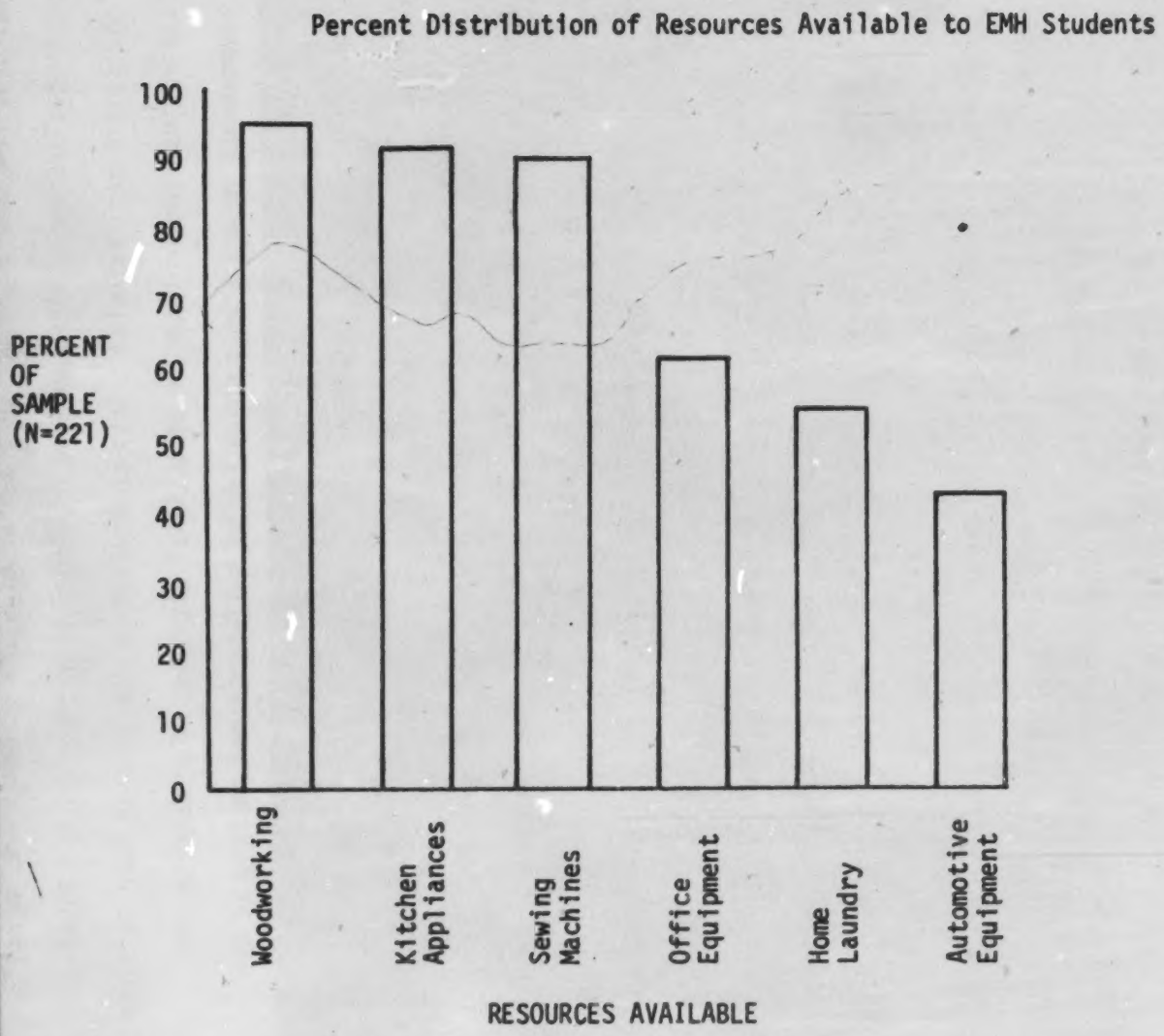
the self-contained educational setting accounts for the largest proportion of possible class placements. This is highlighted by the fact that about a third of respondents report that senior high EMH students are in self-contained classrooms, although 80.6 of senior high programs are located in the senior high building. This contradiction can also be seen in terms of the various combinations of educational settings. For example, 74% of respondents report some combination of self-contained setting at the senior high. These observations tend to suggest that the facilities available are not being optimally used.

Question 6

In order to get an indication of the types of resources currently available to senior high EMH students, Question 6 asked respondents to identify the different kinds of facilities and equipment available in school for use with special children. (Respondents were also permitted to specify any equipment that was not listed). The rationale for this question was: (1) to determine what resources a curriculum developed for senior high students might draw upon and (2) the assumption that vocationally-oriented EMH programs would need to expose students to resources that contribute to vocational objectives.

Figure 5 shows the percent of the sample for which each of the resources was available to EMH students. These results lend themselves to the following interpretations. First, it would appear that the most frequently reported resource is woodworking equipment (identified by 95% of the sample). While using this equipment may expose the student to some vocational skills, it is not apt to train the EMH student for any specific job.

Figure 5


Percent Distribution of Resources Available to EMH Students
PERCENT OF SAMPLE (N=221)
100
90
80
70
60
50
40
30
20
10
0
Woodworking
Kitchen Appliances
Sewing Machines
Office Equipment
Home Laundry
Automotive Equipment
RESOURCES AVAILABLE

On the other hand, office equipment (61.4%) and automotive equipment (41.2%), which are more apt to lead to marketable skills, are reported less often than "Woodworking," "Kitchen Appliances" or "Sewing Machines." Second, considering the potential contribution of office equipment to vocational adequacy, the relatively low sample percent reporting the availability of office equipment for EMH students is particularly surprising, especially since all schools have this equipment. Finally, it should be noted that the responses to this question are in terms of the availability of resources. The amount of school time and personnel devoted to these resources will be examined in a later question.

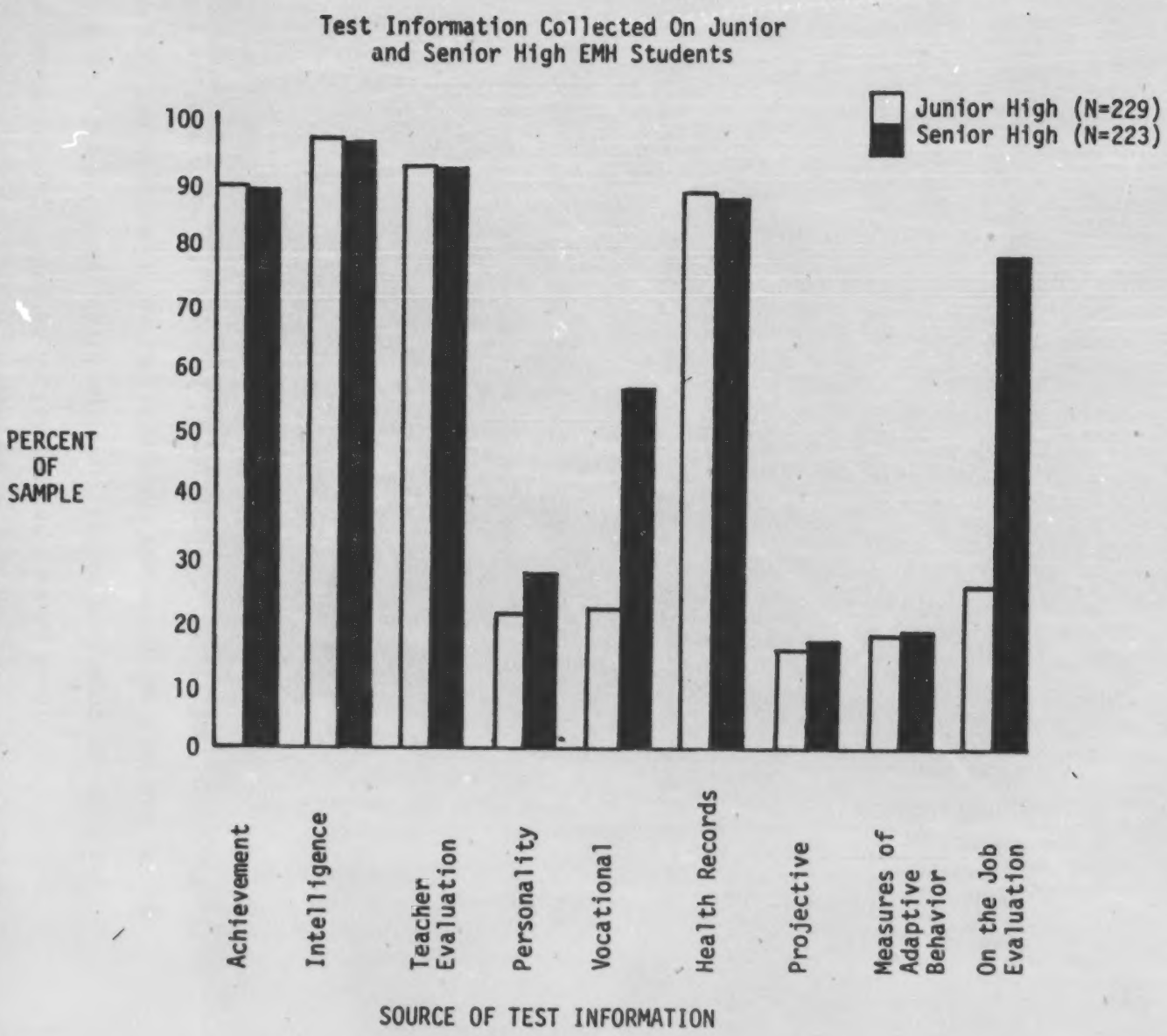
Question 7

Assuming that the kind of program being offered to students would be reflected in the kind of test information collected on them, Question 7 requested respondents to identify the kind(s) of test information collected on EMH students at the junior and senior high level. Thus, programs which are vocationally oriented may be expected to be interested in test information concerning job-related skills and social adjustment as well as test information concerning academics.

Figure 6 shows the results of Question 7[3]. The following comments concerning the various kinds of test information seem pertinent. As can be

[3] Since the phrasing of this question did not require the respondents to specify the proportion of EMH students for which the test information is available, it is conceivable that some of the tests listed in Figure 6 are over-represented in that respondents may be reporting the presence of test information available on relatively few students.

Figure 6


Test Information Collected On Junior and Senior High EMH Students
Junior High (N=229)
Senior High (N=223)
PERCENT OF SAMPLE
100
90
80
70
60
50
40
30
20
10
0
Achievement
Intelligence
Teacher Evaluation
Personality
Vocational
Health Records
Projective
Measures of Adaptive Behavior
On the Job Evaluation
SOURCE OF TEST INFORMATION

seen, a large proportion of the sample report the collection of achievement test information (88.6% in junior high; 88.3% in senior high) and intelligence test information (96.6% in junior high; 96.4% in senior high). These findings may be accounted for by the fact that (a) intelligence testing and to some extent achievement testing are often mandatory and (b) intelligence and achievement tests are available in standardized form. The fact that the most frequently reported measures are designed to tap academic skills and abilities suggests that academic competencies may be expected to play an important role in decision making concerning EMH students.

Figure 6 also shows that teacher evaluations are reported by 93.0% of the sample at the junior high and 92.9% of the sample at the senior high. While it is true that the teachers' evaluations may reflect students academic, social and vocational skills, only the evaluation of the academic skills are likely to be derived from, and supported by, objective indices available in the form of standardized achievement and intelligence tests. On the other hand, the teacher's social and vocational evaluations are apt to be more subjective since indices of social and vocational information are reported by a relatively smaller proportion of the sample.

In reference to vocationally-related information, Figure 6 shows that 78.5% of the sample "On the Job Evaluations" at the senior high while only 56.7% of the sample collect "Vocational" test information (e.g., vocational aptitude tests, Kuder Preference, Strong Vocational Interest Blank, etc.) at the senior high. It could be argued that it would be more efficient to put a greater emphasis on the collection of vocational information, particularly prior to job placement; thereby avoiding the possibility of evaluating

the student on a job for which he or she was not suited. Moreover, as suggested earlier, if the senior high EMH programs are vocationally oriented, the import given to the collection of vocational information ought to be comparable to the collection of achievement and intelligence information. As can be seen in Figure 6, this is clearly not the case.

Considering the differences in the kind of test information collected on the junior and senior high levels, Figure 6 indicates that, as evidenced by junior and senior high differences with respect to the availability of "On the Job" and "Vocational" information, there is an increase in vocational emphasis in the senior high. This is consistent with the results of Question 3 in which it was found that there was a shift towards the use of vocational titles of the EMH programs at the senior high.

Another noteworthy aspect of Figure 6 is the small percentage of the sample which report the collection of measures of adaptive behavior (17.1% in junior high; 17.5% in senior high). Granting the imprecision in assessing adaptive behavior, it is nevertheless surprising that measures of adaptive behavior, an integral part of the definition of mental retardation (Grossman, 1973), are reported by such a small percentage of the sample. Furthermore, since adpative behavior has been shown to be the most important element in predicting success of EMH students after leaving school (Goldstein, 1974), it would appear that the information that is collected has poor predictive validity.

Question 8

In Question 8 respondents were presented with a list of ten possible objectives derived from a previous pilot questionnaire. Respondents were asked to select and rank order their major objectives for junior and senior high EMH students; using the number 1 to signify the most important objective, number 2

to signify the second most important objective, etc. Respondents were also permitted to specify and rank order any additional program objective not listed. The purpose of this question was: (a) to determine the intent of the administrators of the junior and senior high programs and (b) to compare these "stated" objectives with the responses to subsequent questions dealing with the specific features of the existing junior and senior high programs (e.g., time and personnel commitments).

The responses to this question were analyzed from three perspectives: (1) the percent of the sample which identified each of the possible objectives as a major objective of their junior and senior high programs (Figure 7), (2) the perceived importance of these objectives in terms of the mean rank of each objective at the junior and senior high (Table 5) and (3) the sample percent which ranked each objective as 1, 2 or 3 at the junior and senior high (Table 6).

Figure 7 indicates that the EMH programs are trying to accomplish numerous and varied objectives. Indeed, most of the listed objectives, with the exception of "Academic Competency," "Use of Leisure Time" and "Regular Class Placement" are identified as the objectives of over 75% of the sample for both the junior and senior high levels.

Comparing Table 5 and Figure 7, it can be seen that the objective that was ranked as most important, "Social Adjustment," was identified by the largest percentage of the sample for both the junior (94.2%) and senior high (94.1%), while the objective that was ranked as least important, "Regular Class Placement," was identified by the smallest percentage of the sample for both the junior (40.0%) and senior high (37.9%). It can also be seen that the correspondence between rank order and sample percent holds up for the intermediately ranked objectives as well. A comparison of Table 6 and Figure 7 also support these observations.

Figure 7

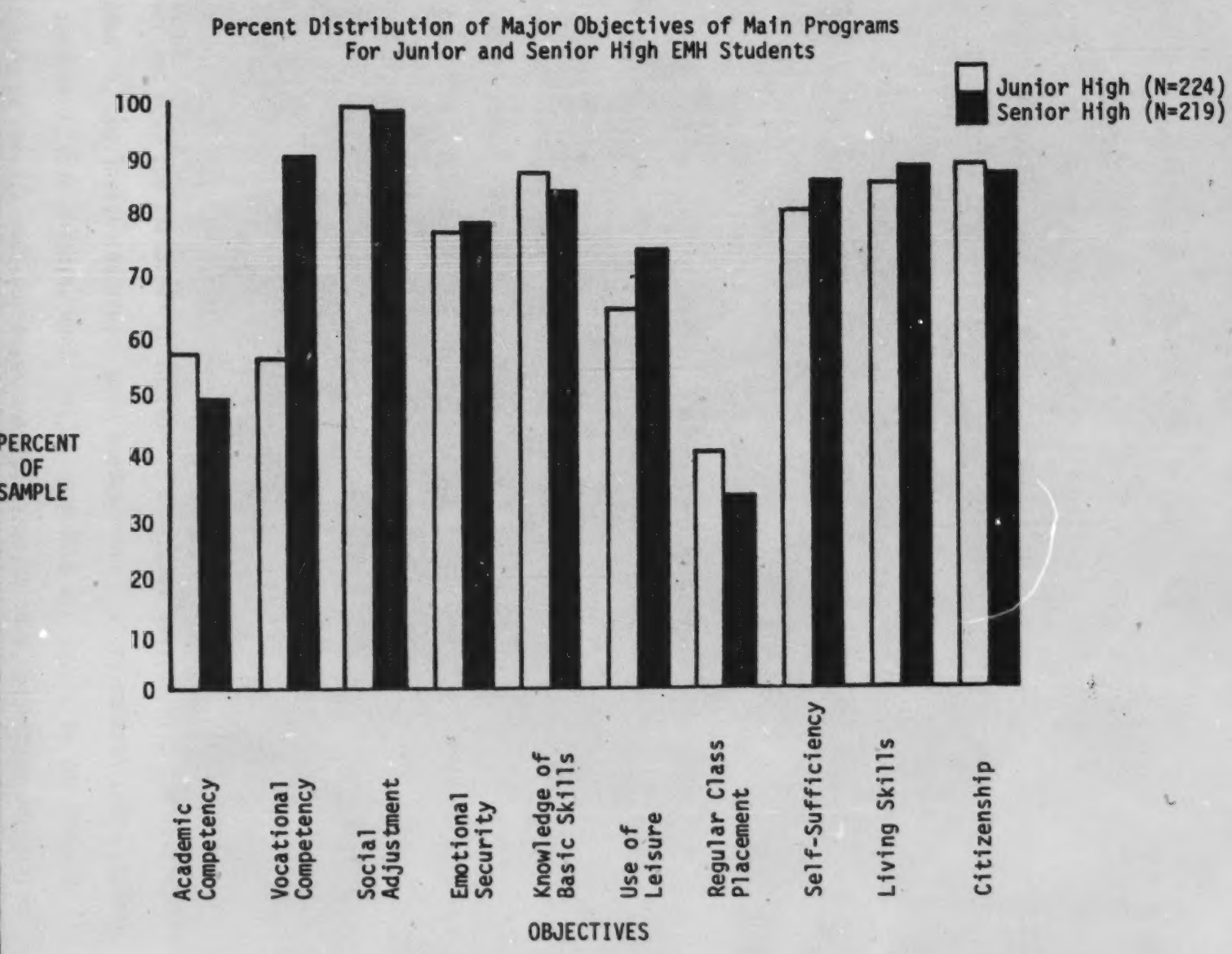

Percent Distribution of Major Objectives of Main Programs
For Junior and Senior High EMH Students
Junior High (N=224)
Senior High (N=219)
100
90
80
70
60
50
40
30
20
10
0
PERCENT OF SAMPLE
Academic Competency
Vocational Competency
Social Adjustment
Emotional Security
Knowledge of Basic Skills
Use of Leisure
Regular Class Placement
Self-Sufficiency
Living Skills
Citizenship
OBJECTIVES

TABLE 5

Mean Rank of Major Objectives of [a] Main Programs for Junior and Senior High EMH Students

Objective:	Mean Rank	
	Junior High	Senior High
Academic Competency	5.5	6.2
Vocational Competency	4.8	2.9
Social Adjustment	2.5	2.9
Emotional Security	3.9	4.5
Knowledge of Basic Skills	3.2	4.5
Use of Leisure	6.1	7.1
Regular Class Placement	6.7	7.9
Self-Sufficiency	3.9	3.7
Living Skills	4.0	3.9
Citizenship	5.2	5.5

[a] The most important objective was ranked as 1 and the least important objective was ranked as 10.

TABLE 6

Sample Percent Ranking Each Objective As
1, 2 or 3 for Junior and Senior High EMH Students

Objectives:	Junior High		Senior High	
	N[a]	%	N[a]	%
Academic Competency	124	29.9	108	23.2
Vocational Competency	123	35.8	182	65.9
Social Adjustment	188	79.7	186	67.7
Emotional Security	154	48.7	152	36.8
Knowledge of Basic Skills	172	59.9	166	40.4
Use of Leisure Time	129	3.9	143	4.9
Preparation for Regular Class Placement	83	14.4	74	9.5
Self-sufficiency	157	46.5	164	51.8
Living Skills	165	40.6	171	44.5
Citizenship	165	24.2	159	17.7

[a] The number of questionnaire respondents for each objective

With regard to the differences between the objectives of the junior and senior high, there appears to be a shift away from the academic objectives toward vocational objectives at the senior high level. Figure 7 shows that in terms of sample percent, "Academic Competency" increases 33.8% from junior to senior high. This shift in objectives is also apparent in the rank ordering of objectives. Table 5 shows that the mean rank of "Vocational Competency" increases from an intermediate mean rank at the junior high to the highest mean rank at the senior high, while "Academic Competency" maintains approximately the same mean rank on the junior and senior high levels. Similarly, Table 6 shows that the percent of the sample which ranked "Vocational Competency" at the top third changes from 35.8% in the junior high to 65.9% at the senior high, an increase of over 30%. On the other hand, the percent of the sample which ranked "Academic Competency" at the top third is approximately the same for junior and senior high. These results are consistent with the previous findings which suggested a similar shift in program orientation as indicated by the EMH program title and the kind of test information collected on EMH students.

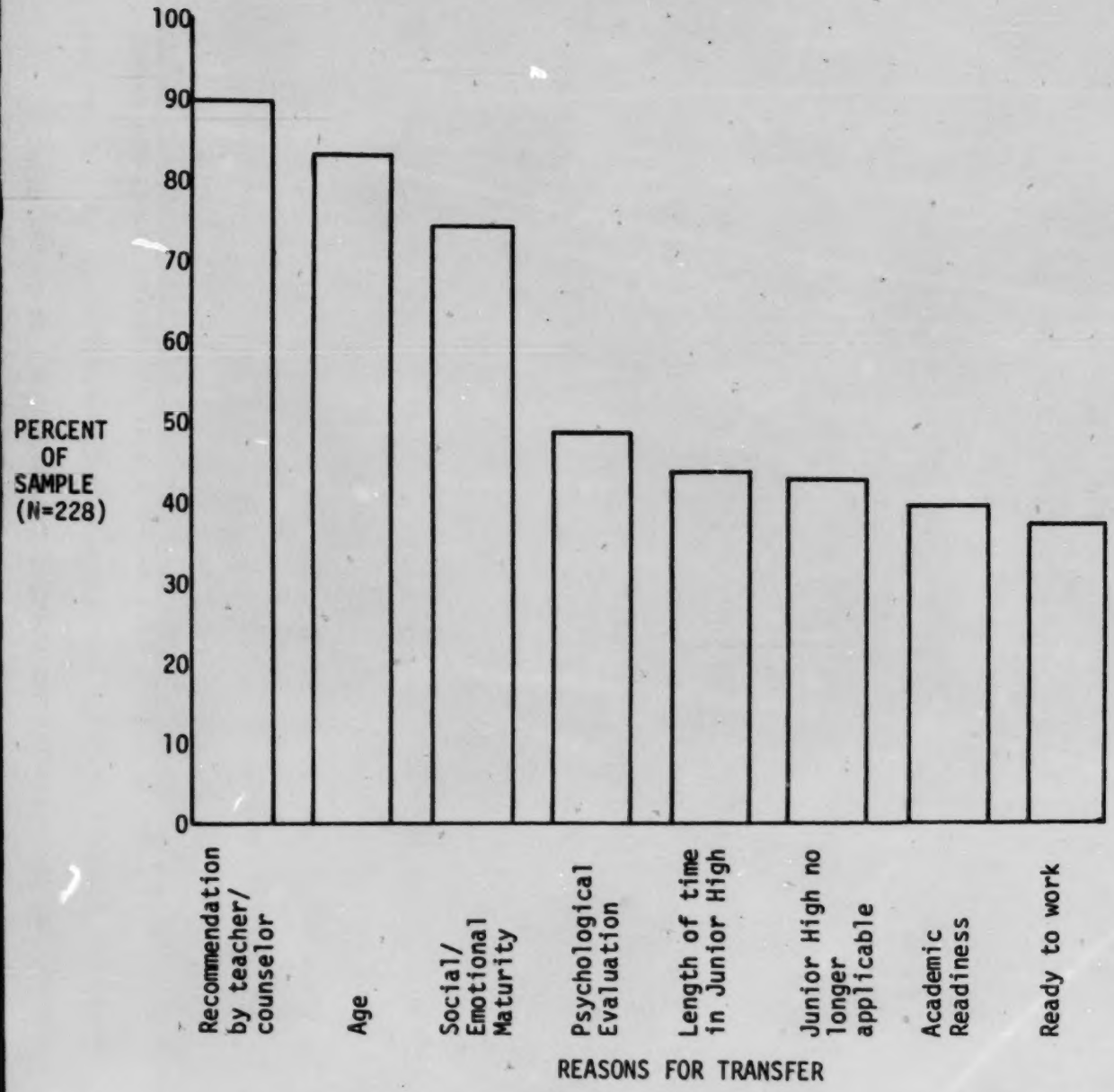
Question 9

Since the only significant difference between the objectives of the junior and senior high programs is the increased emphasis on vocational objectives (Figure 7), it would seem logical that the reasons for transfer to the senior high should reflect the student's readiness and ability to participate in vocational programming. To this end, Question 9 asked the respondents: (a) to identify the various criteria involved in the decision to transfer and (b) to specify the age at which the transfer to the main senior high program takes place.

The three reasons for transfer most often identified were "Recommendation By Teacher/Counselor", "Age" and "Social/Emotional Maturity." Figure 8 shows

Figure 8

Percent Distribution of Various Criteria Used For The Transfer of EMH Students to the Main Senior High Program



that these reasons were identified by 89.0%, 82.9% and 74.1% of the sample, respectively. The fact that "Recommendation by Teacher/Counselor" is most often identified as a criterion for transfer is consistent with the previous discussion of Question 7 regarding the import of "Teacher Evaluations" as a source of test information. It should be noted, however, that since the respondents were requested to identify as many reasons as were appropriate, various combinations of reasons may operate simultaneously in the ultimate transfer decision. Therefore, it is recognized that the teacher's/counselor's recommendation may in fact be based on many of the subsequent reasons listed and not simply the teacher's say so. Nevertheless, the recommendation, per se, does seem to play an important role in the transfer decision as evidenced by the fact that it is identified apart from the other reasons for transfer listed in the question.

The finding that age is the second most common reason for transfer supports the earlier interpretation of the age-related data reported in Table 1; namely, that chronological age is an important element in special education placement and interclass promotions. Furthermore, the second part of Question 9 reveals that the age at which transfer occurs ranged between 13 years and 17 years of age; mean age = 15.3; standard deviation = .87. Comparing this data with the earlier finding that the mean age of senior high EMH students is 16.6 years (Table 1), it is apparent that there is one year difference between the mean age of entry and the mean age of all students at the senior high level. This would suggest that the bulk of the senior high EMH population is concentrated in the first and second years of high school. In other words, there would seem to be a high attrition rate of 17- and 18-year olds typically found in the third and fourth years of high school; thus, decreasing the overall mean age of senior

high EMH students. The point to be emphasized here is that these age-related findings seriously question the senior high program's ability to offer the EMH student work-study experiences. That is to say, those students entering the program may be too young to participate in work-study, while a good many of those students old enough to participate are no longer in the program. These inferences will be reexamined in light of the responses to subsequent questions.

Returning to Figure 8, there appear to be some discrepancies between the reasons for transfer to the senior high and the stated objectives of the senior high reported in the previous question. Specifically, although "Academic Competency" is ranked fairly low as an objective at the senior high (Tables 5 & 6), "Academic Readiness" is still considered a reason for transfer by 39.2% of the sample. On the other hand, "Readiness to Work" is considered a reason for transfer by only 36.8% (approximately the same percent associated with "Academic Readiness") despite the fact that "Vocational Competency" in the senior high is a major objective of 90% of the sample and ranked highest of all objectives (Figure 7; Tables 5 & 5). These inconsistencies raise some doubt as to the stated objectives discussed in Question 8.

There is also an apparent discrepancy between the reasons for transfer and the type of information collected on EMH students (Question 7). Specifically, although "Social/Emotional Maturity" is considered a reason for transfer by 74.1% of the sample, there is very little test information collected specifically related to social/emotional maturity (with the possible exception of the "Teacher Evaluations"). Similarly, although the percent of the sample that identify "Academic Readiness" as a reason for transfer is approximately equal to the percent of the sample that identify "Readiness to Work" as a reason for transfer, Figure 6 clearly shows that academically-related test information is collected by a much

greater proportion of the sample than vocationally-related test information. Thus, it would seem that the type of test information collected on junior high EMH students does not coincide with the criteria used to determine whether the student should be transferred to the senior high.

Question 10

Question 10 was concerned with the following aspects of the senior high programs: (a) the average age at which EMH students drop out and graduate from the program and (b) the percent of EMH students who drop out and graduate. This information attempted to explicate the following issues: (1) Are the mean graduation and dropout ages of EMH senior high students similar to that of regular students? (2) Are the mean graduation and dropout rates of EMH senior high students similar to that of regular students? (3) As evidenced by comparing the graduation and dropout rates, are the existing EMH senior high programs flexible enough to accommodate the various needs of the students? The results are presented in Table 7. However, it should be noted that since the respondents were asked to "approximate" the percent of students that graduate and drop out, the percentages in Table 7 are means of approximated values and, hence, sum to 85.4%; the 14.6% residual (100% - 85.4%) is therefore due to approximation errors.

Table 7 shows that the mean age of graduation is 18.7 and the mean dropout age is 17.0. These findings tend to support the earlier inference regarding the attrition rate at the latter half of senior high school. That is to say, drawing together the results of questions 1, 9, and 10, the following events seem to take place:

- EMH students enter the senior high at 15.3 years of age, approximately 1 year older than regular students entering the senior high.
- Those students who do not complete the program, for whatever reasons, drop out within approximately two years after entering the senior high program (17.0 years of age).

TABLE 7

The Mean Age and Proportion of EMH Students Who Drop Out and Graduate from the Main Senior High Program

	Average Age (Yrs.)	Proportion
Drop Out	$\bar{X}$ = 17.0	9.4%
	sd = 1.2	
Graduate	$\bar{X}$ = 18.7	76.0%
	sd = .8	

- Those students who do complete the program, graduate within 4 years (18.7 years of age); the same amount of time required by regular students, but more than one year older than the graduating age of regular students.

Thus, the overall mean age of senior high EMH students (16.6 years) reflects to some extent the presence of younger-age students.

Table 7 also shows the graduation and dropout rates of EMH students. It can be seen that: (1) the graduation/dropout ratio of EMH high school students is comparable to that of regular students and (2) the proportion of EMH students that graduate is substantially greater than the proportion of EMH students that drop out. However, there is reason to assume that the EMH dropout rate is probably greater than the reported 9.4%. That is, since schools tend to keep more accurate records on those students who graduate than on those students who drop out (see Question 11b), the factors of social desirability and response bias are more apt to affect the respondents' approximations of the dropout rate than the graduate rate. In effect, then, much of the residual 14.6%, mentioned in the initial discussion of this question, can probably be accounted for in terms of the respondents' underestimation of the dropout rate. Thus, the proportions reported in Table 7, while certainly in the correct direction, are in need of qualification.

Question 11

It is logical to assume that the reasons for dropping out indicate, to some extent, the shortcomings of the existing senior high programs. To this end, Question 11 asked respondents to identify the reasons why students drop out (Figure 9) and to specify the percent of EMH students who drop out for each reason (Figure 10). Based on a previous pilot questionnaire, eleven reasons were listed plus an "Other" category to accommodate any reasons for dropping out not anticipated. Respondents were also asked whether follow-up information was available

Figure 9

Eleven Reasons for Dropping Out of the Main Senior High EMH Program and the Proportion of the Sample for Which They Were Reported

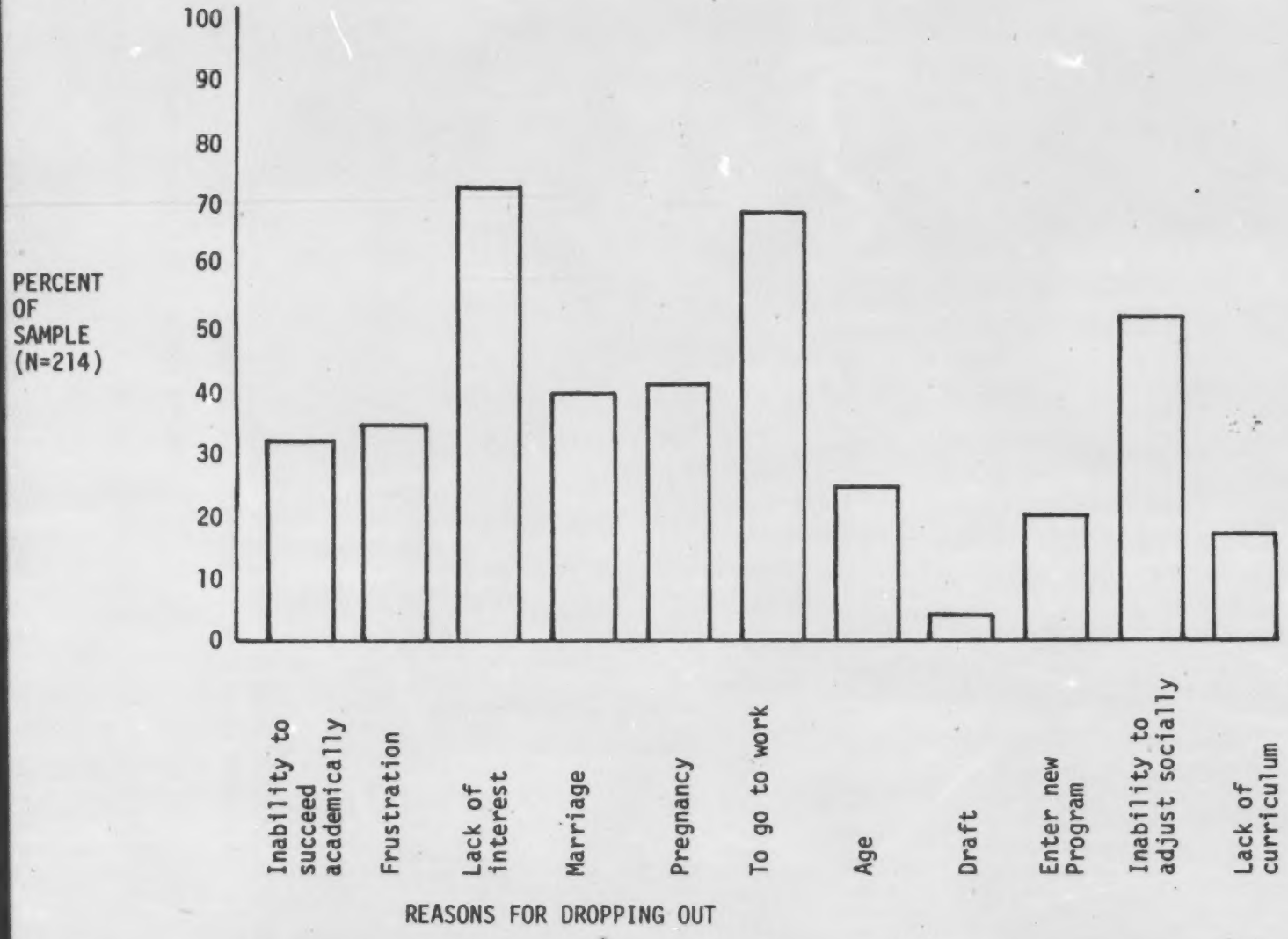
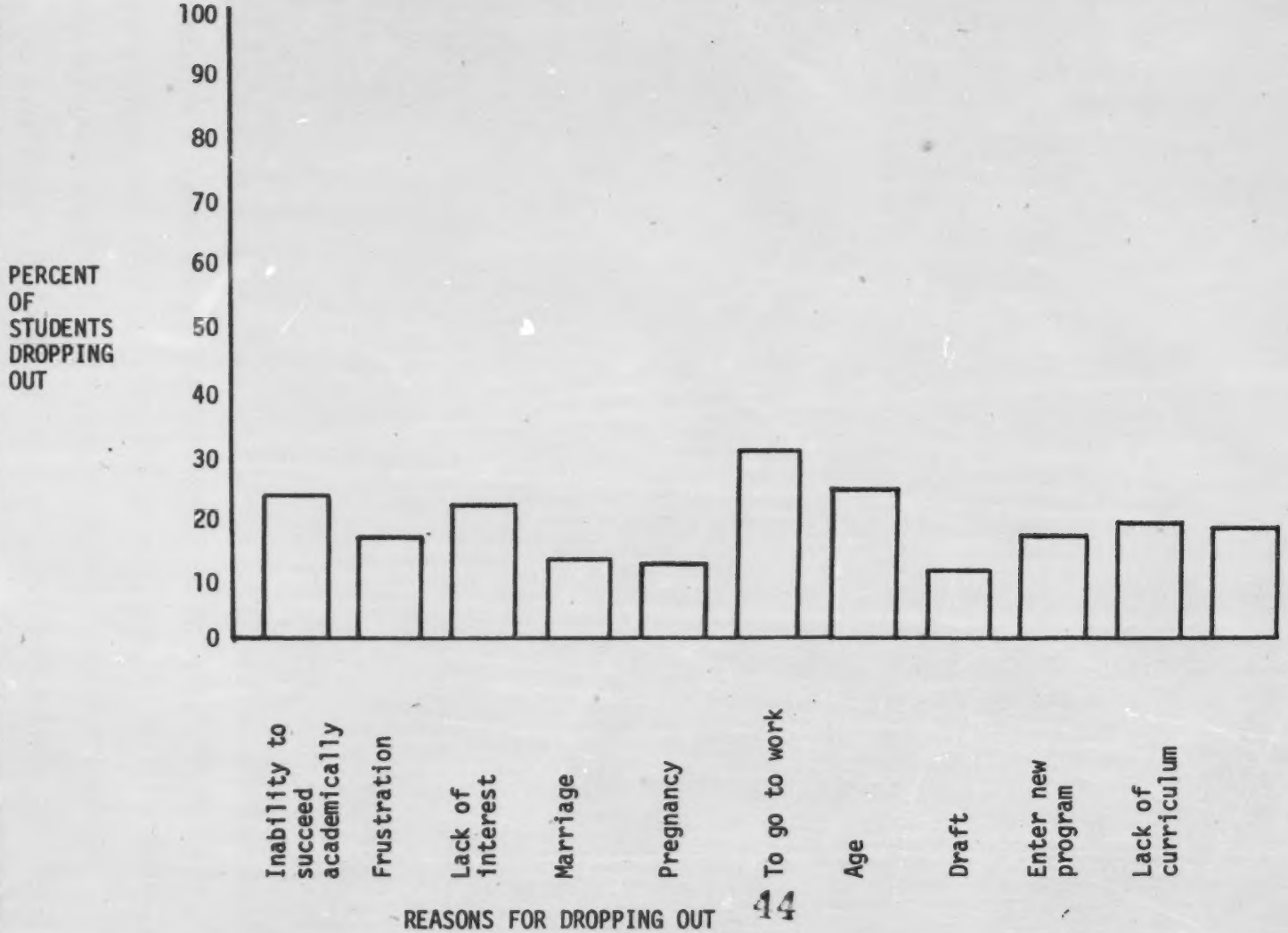


Figure 10

Percent Distribution of EMH Senior High Dropouts



on those students who drop out to go to work.

Figure 9 shows that six of the eleven reasons listed were identified as reasons for dropping out by more than a third of the respondents; indicating that the reasons for dropping out are, indeed, varied. The dropout reasons identified most often are "Lack of Interest," "To Go To Work," and the "Inability to Adjust Socially." These reasons are reported by 71.0%, 67.1% and 50.5% of the sample, respectively. While it is possible that the student's lack of interest may have been influenced by some of the other reasons listed such as the "Inability to Succeed Academically" and "Lack of Curriculum"[4], dropping out "To Go To Work" and because of the "Inability to Adjust Socially" are clearly the two singularly most often identified reasons.

The percent of students dropping out for each reason, reported in Figure 10, shows that "Work," "Age," and the "Inability to Succeed Academically" have the highest percentages of student dropouts. The percentage of dropouts due to each of these reasons are 29.3%, 23.6%, and 22%, respectively. Considering the average dropout and graduation ages presented in Table 7, the finding that the largest number of EMH students dropping out do so to go to work indicates that, compared with EMH students who remain in school, students who drop out will have a two-year headstart on the job market. Unfortunately, this turns out to be more of a hindrance than a help. As suggested by Robinson and Robinson (1965), the use of automation and the existence of minimum wage laws may have priced the unskilled and semi-skilled retarded worker out of the market. Indeed, Chaffin, Spellman, Regan & Davison (1971) found that those students who drop out to work are more apt to be out of work than those who finished school, regardless of their

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[4] It should be noted that many of the respondents may have been responsible for curriculum planning. It is, therefore, conceivable that "Lack of Curriculum" was underestimated as a reason for dropping out.

previous exposure to the job market. It should be noted at this point that only 41.8% of respondents collect follow-up information about EMH students who drop out to go to work.

One of the most important implications of this question is the need for the EMH student to be prepared for the world of work. Figures 9 and 10 clearly show that "Work" is both a frequently reported reason for dropping out, as well as a reason that accounts for the largest proportion of EMH dropouts. Furthermore, since relatively few respondents report that students drop out to "Enter New Programs" (19.6%), it may be assumed that the senior high program is the EMH students' last formal educational experience. Thus, if the senior high programs are to be most effective in meeting the needs of the students who graduate as well as drop out, these findings strongly suggest a vocational orientation for the senior high program, including work-study experience.

With regard to the percent of students dropping out because of age, it will be recalled that Table 7 suggested that EMH students are on the average one year older than their senior high classmates. To the extent that EMH students are aware and find this unacceptable, it is conceivable that this age differential is involved in the students' decision to drop out. That is, as a response to the age differential, EMH students may leave school by dropping out at the age at which their regular class peers typically leave school by graduating. Similarly, assuming that the students' decision to drop out is a means of dealing with distressing aspects of the existing program, the finding that many students drop out because they are unable to succeed academically suggests that achievement of academic skills and abilities is an integral part, and consequently an intractable demand, of the senior high program. This interpretation is consistent with the earlier findings regarding the academic orientation of the special

services personnel administering the senior high program (Figure 3) as well as the findings regarding the academic nature of the test information collected on senior high EMH students (Figure 6).

Comparing Figures 9 and 10, the following two observations seem pertinent. First, it can be seen that, with the exception of "Work," there is no one-to-one correspondence between how often a reason is identified in the sample (Figure 9) and the percent of students dropping out for that reason (Figure 10). That is to say, the reasons which account for the highest percent of student dropouts, such as "Age" and the "Inability to Succeed Academically" are identified by less than a third of the respondents as typical dropout reasons[5]. Second, it can be seen in Figure 10 that the percent of students dropping out for each reason is between 10.4% and 29.3%; a relatively narrow range of 17.9 percentage points. This seems to indicate that (a) as suggested with respect to Figure 9, the reasons for dropping out are varied, and (b) there is no single reason which can account for a substantial number of EMH dropouts.

Question 12

Assuming the stated objectives identified in question 8, the school time allotted to daily activities might be expected to reflect the priorities given to these objectives. Question 12 attempted to examine this assumption by asking respondents to approximate the amount of time per day that EMR junior and senior high students spend on the following activities: "Academic Skills," "Social and Occupational Skills," "Related Subjects (music, art, physical education),"

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[5] This lack of correspondence is not the case for "Pregnancy" since that reason is obviously only applicable to potential female dropouts. It is, therefore, consistent that 40.3% of respondents identify "pregnancy" as a dropout reason, while only 11.9% of students drop out for that reason.

"On the Job Training," "Individual and Group Counseling", and "Specific Vocational Training (wood and metal, shop, etc.)." These particular activities were chosen on the basis of the pilot questionnaire mentioned earlier: Respondents were also permitted to specify any other activities not included.

The data from this question were arranged in two ways for the purpose of analysis. The first analysis was in terms of the percentage of the sample reporting various time periods per day spent on the six activities in the junior and senior high. This is shown in Table 8 in the form of an Activity X Time matrix. The second analysis was in terms of the mean time per day spent on each of the six activities in the junior and senior high (Table 9).

Comparing the results of this question with the stated objectives in Question 8 strongly suggests that there is a contradiction between the stated objectives and what is actually happening in the classroom. Specifically, despite the high ranking of social adjustment as an objective of the junior and senior high programs (Tables 5 and 6), Table 8 shows that, on a daily basis, the time spent on "Social and Occupational Skills" was reported as one hour or more by only 39.3% and 51.6% of the sample for the junior and senior high, respectively. Similarly, although "Individual and Group Counseling" may be expected to help the student fulfill the objective of social adjustment, the time spent on this activity was reported as one hour or more by only 21.8% and 11.9% of the sample for the junior and senior high, respectively. Moreover, although vocational competency is seen as an important objective (Tables 5 and 6), the time spent in "On the Job Training" was reported as one hour or more by only 27.8% for the junior high[6] and the time spent in "Specific Vocational Training" was reported

[6] The finding that 78% of the sample did report that one hour or more was spent in "On the Job Training" in the senior high may be a spurious result and will be explained shortly.

TABLE 8

Time Spent on Various Activities and the Proportion of the Sample for Which They Were Reported[a]

ACTIVITY	TIME PER DAY: Less than 15 min.	15-45 min.	45-60 min.	1-2 hrs.	2-3 hrs.	3-4 hrs.	4 hrs. or more
Academic Skills N(junior high)=221 N(senior high)=199	.9% 1.5%	4.5% 4.0%	9.0% 20.1%	25.3% 37.7%	35.7% 26.1%	20.8% 9.0%	3.6% 1.5%
Social and Occupational Skills N(junior high)=204 N(senior high =186	2.9% 3.2%	24.0% 17.7%	33.8% 27.4%	31.4% 40.3%	7.4% 8.6%	.5% 2.2%	0 .5%
Related Subjects N(junior high)=213 N(senior high)=175	2.3% 5.7%	28.6% 24.6%	37.1% 40.6%	29.6% 38.0%	2.3% 0	0 .6%	0 .6%
On the Job Training N(junior high)=101 N(senior high)=150	36.6% 8.7%	14.9% 4.7%	20.8% 8.7%	12.9% 27.3%	10.9% 31.3%	3.0% 10.7%	1.0% 8.7%
Individual and Group Counseling N(junior high)=146 N(senior high)=142	41.1% 28.9%	45.9% 46.5%	10.3% 12.0%	1.4% 7.0%	.7% 3.5%	0 0	.7% 1.4%
Specific Vocational Training N(junior high)=163 N(senior high)=149	9.2% 4.7%	31.3% 20.8%	38.7% 34.2%	18.4% 26.2%	2.5% 10.7%	0 2.7%	0 .7%

[a] The percentages for junior high are above the diagonals; the percentages for senior high are below the diagonals.

TABLE 9

A Comparison Between the Mean Time (Per Day) Spent on Various Activities in the Junior and Senior High

	LEVEL				
	Junior High		Senior High		
Activity:	$\bar{X}$(min.)	s.d.	$\bar{X}$(min.)	s.d.	t-value
Academic Skills	136.1	60.7	108.0	54.0	5.01; $p < .001$
Social & Occupational Skills	65.5	35.7	75.1	42.6	2.42; $p < .02$
Related Subjects	58.4	28.2	57.0	32.0	
On the Job Training	54.9	56.8	124.0	72.1	8.12; $p < .001$
Individual & Group Counseling	26.3	28.1	38.1	41.5	2.87; $p < .01$
Specific Vocational Training	50.6	28.9	71.7	46.9	4.70; $p < .001$

as one hour or more by only 20.9% and 40.3% of the sample for the junior and senior high, respectively. In addition, the fact that the Ns (the number of respondents) for "On the Job Training," "Individual and Group Counseling" and "Specific Vocational Training" at the junior and senior high are 29% lower than the Ns for the other activities may suggest that for many respondents these activities are not available for EMH students.

The apparent contradiction between the stated objectives and classroom activities can also be seen in terms of the time spent on "Academic Skills" and "Related Subjects." Although academic competency was only ranked as a moderately important objective (Tables 5 and 6), Table 8 shows that the time spent per day on "Academic Skills" was reported as one hour or more by 85.4% and 74.3% of the sample for the junior and senior high, respectively. In fact, 60.1% and 36.6% of the sample report that more than two hours a day is spent on "Academic Skills" in the junior and senior high, respectively. These percentages are clearly greater than the percentages reported for any of the other activities. Finally, the fact that a disproportionate amount of time is devoted to traditional academic rather than social-vocational pursuits is also suggested in that the time distribution for "Related Subjects" is comparable to that of "Specific Vocational Training." Thus, there are clear inconsistencies between the rankings of stated objectives and the amount of school time committed to activities related to these objectives. The indications of these findings will be discussed shortly.

Table 9 shows the approximate mean time per day devoted to the six activities at the junior and senior high. It can be seen that the mean time allotted to activities that may be expected to help the student fulfill the

objectives stated in Question 8 does not seem to reflect the priorities given to these objectives. This finding is consistent with the above mentioned findings regarding Table 8. However, it should be noted that the summated mean values in Table 9 (391.8 min. for the junior high; 473.9 min. for the senior high) exceed the typical six-hour school day. One possible explanation for this is in terms of approximation error. It will be recalled that respondents were asked to "approximate" the amount of time per day spent on the various activities. The fact that there are substantial standard deviations indicates that there was a large amount of variability within these approximations and, consequently, they do not sum to 360 minutes. A second explanation is that the time reported for "On the Job Training" is either over and above the actual school day or applicable to very few EMH students during the school day; thus, inflating the summated means. This explanation would be consistent with the age-related data in Question 9 which suggested that there was a high attrition rate of 17-and 18-year-olds, typically found in the third and fourth years of high school. That is to say, since students must be at least 16 years of age to go to work, only students in the last year or two of high school are eligible for on-the-job training. It is therefore conceivable that many students do not take full advantage of the time that is provided for on-the-job training. Consequently, the amount of time reported for job training is quite probably an addition to, rather than a substitution for, academic curriculum. In fact, when the mean times reported for "On the Job Training" at the junior and senior high are eliminated, the summated means of the remaining activities are much closer to the average six-hour school day.

In addition to supporting the findings reported in Table 8, Table 9 also permits two additional analyses of the data: (a) the differential

proportion of the school day devoted to social, vocational, and academic pursuits and (b) a comparison between the time spent on the various activities in the junior and senior high. Considering the sum of the mean values (excluding "On the Job Training") as a typical school day, it can be concluded that in the junior high more than one half of the school day is spent on "Academic Skills" and "Related Subjects," while the remainder of the day is divided among vocational and social learning activities, with less than one half hour devoted to "Individual and Group Counseling." In the senior high, more than one third of the day is still spent on "Academic Skills" and "Related Subjects." Thus, Figure 9 highlights the fact that EMH youngsters at the junior and senior high levels are exposed to a substantial amount of traditional academic programming which sharply curtails the amount of time available for vocational and social learning pursuits.

The distribution of time among the various activities seems paradoxical in view of some other research findings regarding EMH students. For example, it can be assumed that most EMH students will eventually end up in a job situation. In fact, Question 11 suggested that dropping out to go to work was the most frequently reported reason, as well as the reason which accounted for the highest proportion of EMH dropouts (Figures 9 and 10). This finding, coupled with the finding that former EMH students have been shown to fail most often in job situations because they lack the necessary social skills (Goldstein, 1969), makes it even harder to justify spending twice as much time on academics as on activities that may help the student adjust to the social and vocational demands of a job situation.

Table 9 also shows the results of the t-tests of the difference between the mean times spent on the various activities in the junior and senior high. It is encouraging that there is a significant decrease from the junior to the senior high in the amount of time devoted to "Academic Skills," while there are significant increases in the amount of time spent on "Social and Occupational Skills," "On the Job Training," "Counseling" and "Specific Vocational Training." These results are consistent with the previous findings which suggested a shift towards a more vocational orientation at the senior high as evidenced by program title (Question 3), the kind of information collected on EMH students (Question 7) and the stated program objectives (Question 8). It should be noted, however, that the t-values only indicate the significance of the magnitude of change in time spent on the various activities. Thus, for example, the two hours spent in "On the Job Training" in the senior high may be insufficient, but because of the low junior high baseline it is a significant increase over the amount of time spent at the junior high. Similarly, with respect to the mean time spent on "Academic Skills," the significant decrease from the junior to the senior high is primarily due to the high junior high baseline.

A final observation with respect to the difference between the junior and senior high in Table 9 is that the magnitude of the decrease in academic activities is less than the magnitude of the increase in vocational activities. Specifically, while there is a net decrease in "Academic Skills" from the junior to the senior high of 43% of a standard deviation, there is a net increase in "On the Job Training" of 122% of a standard deviation and

a net increase in "Specific Vocational Training" of 73% of a standard deviation[7]. Thus, the results indicate that, given the restriction of a six-hour school day, there is no one-to-one correspondence between the increase in the amount of time devoted to traditional academic programming.

Question 13

In Question 2 it was reported that the junior high EMH programs were mainly situated in the junior high school buildings and the senior high EMH programs were mainly situated in the senior high buildings; thus, potentially making available to EMH students the teaching and non-teaching staff generally available to regular students. An important factor in developing the format for a senior high curriculum is the extent to which EMH students come in contact with the different kinds of teachers potentially available under the existing junior and senior high programs. Question 13 asked respondents to approximate: (a) the number of teachers seen by EMH students on a weekly basis at the junior and senior high level and (b) the number of teachers of academic subjects seen by EMH students on a weekly basis. The results of this question are shown in terms of the sample percent which reported that students see 1, 2, 3, etc. teachers per week. (Figure 11) and in terms of the mean number of teachers seen by students (Table 10).

Based on these results, the following observations seem in order. First, the mean number of teachers seen by junior and senior high EMH students on a weekly basis are 4.13 and 4.45, respectively. These figures are low

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[7] These values were derived by dividing the difference between the junior and senior high mean time for each activity by the junior high standard deviation for that activity.

Figure 11

Percent Distribution of the Number and Kinds of Teachers Seen by EMH Students (Per Week)

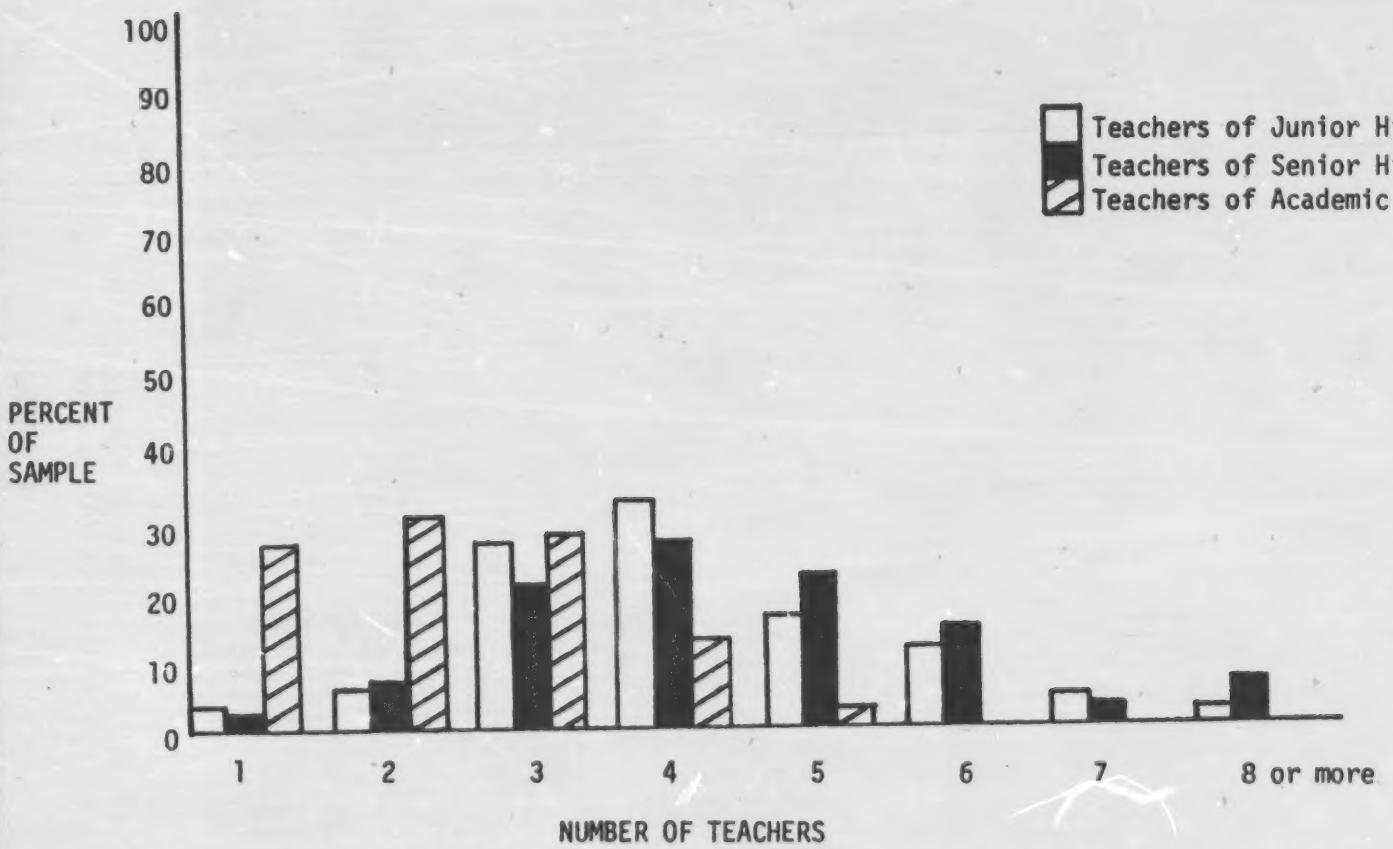

TABLE 10

Average Number of Teachers Seen
by EMH Student (Per Week)

	$\bar{X}$	s.d.
Junior High Teachers	4.13	1.57
Senior High Teachers	4.45	1.81

considering the wide range of teachers who could potentially interact with students in the existing school settings. Second, at the senior high level more than 10% of the sample report that EMH students see only 1 or 2 teachers per week. It is doubtful whether these teachers have the type of training to help the students meet the vocational objectives stated for the senior high program. Furthermore, even in those cases where the students see 4 or 5 teachers per week, approximately half of these are teachers of traditional academic subjects. Since many of the remaining nonacademic teachers include teachers of physical education, art, music, etc., it would appear that the personnel commitment to vocationally-oriented programming is not consistent with the priority given to vocational competency as a stated objective. In addition, the fact that the number of teachers is not significantly higher at the senior high level than at the junior high suggests that the senior high EMH programs are not making full use of the number and variety of teaching staff available at the senior high.

Question 14

In addition to gathering information concerning the existing EMH programs, the questionnaire also attempted to determine what respondents thought an "ideal" curriculum for EMH students ought to be like. To this end, Question 14 presented the respondents with 10 possible activities for junior and senior high students. These activities were derived from the previous pilot study and respondents were permitted to specify any other activities not listed. Respondents were requested to rank order these activities in order of importance for boys and girls separately; using the number 1 to signify the most important activity in the "ideal" curriculum, the number 2 to signify the second most important activity, etc.

Table 11 shows the results of the ranking in terms of the sample percent which ranked each activity as 1, 2 or 3 for boys and girls at the junior and senior high levels. Table 12 shows the mean rank of each activity for boys and girls at the junior and senior high level. Bearing in mind that a low mean rank is indicative of the importance of the activity, a comparison of these two tables shows that there is a one-to-one correspondence between the mean rank of an activity and the sample percent for which the activity was ranked as 1, 2 or 3. For example, for junior high EMH male students, "Social Learning" and "Reading" received the lowest mean ranks (3.0 and 3.3 respectively) and were also identified as the most important activities by the largest percentages of the sample (64.2% and 63.7% respectively).

The ranking of the activities as to their importance in an "ideal" curriculum were analyzed in terms of junior high-senior high differences, sex differences, and differences between the "ideal" and the "real." Essentially, the following issues were examined: How are the ideal junior high activities different from the ideal senior high activities? How are the ideal activities for boys different from the ideal activities for girls? How are the activities which are seen as constituting an ideal curriculum different from what is really happening in the existing programs for EMH students?

Differences between the junior and senior high with respect to the ideal curriculum can be inferred from Tables 11 and 12. It can be seen that: (a) the most important activity at the junior high is "Social Learning," which declines slightly to the second most important activity at the senior

TABLE 11

Sample Percent Ranking Each Activity as 1, 2 or 3
for Male and Female, Junior and Senior High Students

Activity:	Junior High Students				Senior High Students			
	Male		Female		Male		Female	
	N[a]	%	N[a]	%	N[a]	%	N[a]	%
Reading	204	63.7	206	60.2	203	37.0	205	32.7
Arithmetic	204	46.0	203	42.4	200	24.0	201	18.9
Health (Sex Education)	202	28.2	201	34.8	201	24.9	202	34.1
Vocational Training	197	49.7	195	32.8	201	85.5	202	67.8
Social Learning	204	64.2	205	62.9	201	64.7	203	60.1
Home Economics	174	6.3	194	30.7	179	10.6	193	39.9
Family Living	202	25.8	202	31.2	203	36.9	199	42.3
Training for Leisure Time	193	8.8	195	6.1	196	4.1	192	2.1
Citizenship Training	201	22.9	197	19.8	199	22.1	195	13.4
Related Subjects	199	7.0	197	3.0	191	3.1	188	.5

[a] The number of questionnaire responses for each activity.

TABLE 12

Mean Rank and Rank Order of Activities in an "Ideal" Junior and Senior High Curriculum

Activity:	Level: Junior High Students — Male $\bar{X}$	s.d.	Rank Order	Junior High Students — Female $\bar{X}$	s.d.	Rank Order	Senior High Students — Male $\bar{X}$	s.d.	Rank Order	Senior High Students — Female $\bar{X}$	s.d.	Rank Order
Reading	3.3	2.6	2	3.6	2.7	2	4.8	2.7	4.5	5.0	2.7	6
Arithmetic	4.4	2.5	4	4.7	2.7	4	5.6	2.5	7	6.0	2.5	7
Health (including sex ed.)	4.7	1.9	5	4.4	1.9	3	4.8	1.9	4.5	4.6	2.0	4
Vocational Training	4.1	2.7	3	5.4	2.9	7	2.1	1.6	1	3.2	2.4	1
Social Learning	3.0	2.1	1	3.1	2.2	1	3.1	2.0	2	3.3	2.2	2
Home Economics	8.1	2.2	10	5.2	2.6	6	7.7	2.5	9	4.7	2.5	5
Family Living	5.2	2.2	6	4.8	2.3	5	4.6	1.9	3	4.2	2.1	3
Training for Leisure Time	7.4	2.2	8	7.8	2.0	9	7.3	2.0	8	7.8	1.9	9
Citizenship Training	5.4	2.3	7	6.0	2.5	8	5.4	2.3	6	6.4	2.3	8
Related Subjects (art, music, physical education)	7.8	2.2	9	8.3	1.9	10	8.5	1.7	10	9.0	1.4	10

high (b) the importance of "Reading" decreases from the second highest ranked activity at the junior high to an averaged fifth highest ranked activity at the senior high, (c) the importance of "Arithmetic" decreases, to a lesser extent, from the fourth highest ranked activity at the junior high to the seventh highest ranked activity at the senior high, (d) "Vocational Training" becomes the first most important activity at the senior high (from the seventh ranked for girls and the third ranked for boys at the junior high), and (e) "Family Living" becomes the third junior high, the highest ranked activities are "Social Learning," "Reading," "Health," and "Arithmetic" and at the senior high, the highest ranked activities are "Vocational Training," "Social Learning," "Family Living," and "Health."

The above findings suggest that the respondents are aware that vocational and social adequacy are an integral part of an ideal senior high curriculum. However, it is also evident that the decrease in the importance of academic activities in the senior high is not commensurate with the increase in the importance of "Vocational Training" in the senior high. That is to say, Table 11 shows that from the junior to senior high there was an increase of approximately 36% in the sample percent that ranked "Vocational" Training" as 1, 2 or 3. On the other hand, there was only an approximate 22% decrease in the sample percent that ranked "Arithmetic" as 1, 2 or 3 and an approximate 27% decrease in the sample percent that ranked "Reading" as 1, 2 or 3[8]. This is also apparent in the differential magnitudes of

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[8] These percentages were derived by averaging the sample percentages for males and females for each activity at the junior high, and subtracting them from the averaged sample percentages at the senior high.

the change in the mean ranks of these activities reported in Table 12. These observations can perhaps be interpreted as an indication that even in the sense of an ideal, administrators perceive vocational training in the senior high as an addition to, rather than a substitution for, academic curricula.

With respect to sex differences, there appear to be several disparities between what is seen as important for boys and what is seen as important for girls in an ideal curriculum. Specifically, Tables 11 and 12 show that in terms of both sample percent and mean rank, "Vocational Training" is seen as more important for boys than for girls. This disparity is evident on the junior high level, where there is a male-female difference in sample percent of 16.9% and a male-female mean rank difference of 1.4. This is also seen at the senior high level, where there is a male-female difference in sample percent of 17.7% and a male-female mean rank difference of 1.1. On the other hand, for both the junior and senior high, "Home Economics" is perceived as more important for girls than for boys. This can be seen in terms of the sample percent which ranked home economics 1, 2 or 3 (30.7% vs. 6.3% in the junior high; 39.9% vs. 10.6% in the senior high) and in terms of the mean rank (5.2 vs. 8.1 in the junior high; 4.7 vs. 7.7 in the senior high). Similarly, although to a lesser extent, "Family Living" and "Health (including sex education)" are seen as more important for girls than for boys.

Finally, the responses to this question offered an opportunity to compare the respondents' conceptualizations of the "ideal" curriculum with: (a) the stated objectives of the existing junior and senior high EMH programs (Question 8) and (b) the amount of time per day spent on the activities that

are seen as comprising an ideal curriculum (Question 12). Comparing the ranking of program objectives (Tables 5 and 6) with the ranking of ideal curriculum activities (Tables 11 and 12), it can be seen that the most important objective was "Social Adjustment" and that the most important activity was "Social Learning." Similarly, it can be seen that there is a shift away from academic objectives toward vocational objectives at the senior high as well as a comparable shift in the importance of academic and vocational activities in the ideal senior high curriculum. The correspondence between the stated objectives and the ideal curriculum activities suggests that the administrators who responded to this questionnaire perceived the objectives of the existing programs as being consistent with the hypothetical objectives of the activities of an ideal program.

A comparison between the activities ranked in Tables 11 and 12 and the time spent on the activities listed in Tables 8 and 9 indicates the amount of class time allocated to the activities ranked as most important in an ideal curriculum. It can be argued that the demands placed on the retardate in the socio-vocational world requires that both girls and boys be skilled in the areas of family living, home economics and vocational training. Evidently, the traditional roles of females as wife and mother are still predominant in the educational planning at the high school level. This is probably understandable in view of the fact that retarded females do get married and raise families about as frequently as do nonretarded females (Mattinson 1970). Male retardates, on the other hand, may require more instruction in these skills than they get, because they marry less frequently, and tend to marry retarded females who may be less competent to run a household than their

normal peers. It is evident that there are some obvious inconsistencies between the ranking of an activity in the ideal and the amount of time committed to that activity. Specifically, although "Social Learning" and "Vocational Training" are ranked as the two most important activities for the senior high, the combined mean time spent on the development of these skills is only 42% of the average school day. On the other hand, in spite of the ranking of "Reading" and "Arithmetic" at the senior high as fifth and seventh, respectively, 31% of the school day is devoted to these traditional academic subjects. Moreover, although "Related Subjects" was ranked as the least important activity, 16% of the school day is spent on "Related Subjects." In summary, the total time devoted to the activities ranked fifth, seventh, and tenth ("Reading," "Arithmetic," and "Related Subjects") exceeds the time devoted to the activities ranked first, second, and third ("Vocational Training," "Social Learning," and "Family Living"). Thus, there appears to be obvious disparities between what respondents think an ideal curriculum ought to be like and what respondents report is actually happening in programs for EMH children. Paradoxically, respondents seem to feel as indicated in the stated objective, that the objectives of the current programs are consistent with the activities that constitute the ideal curriculum.

Question 15

Thus far, the age-related information contained in the questionnaire has suggested that the following mean ages are typical developmental milestones in the EMH student's progress through the senior high program: the mean age upon entering the program is 15.3, the mean dropout age is 17.0, the mean age at graduation is 18.7, and the overall mean age of EMH students at the senior high level is 16.6. It was also noted that, as evidenced by the low standard

deviations associated with each of these values, there is very little variability within these mean ages. In order to complete the chronological sequence of events, Question 15 asked respondents: (a) to identify the age at which the main senior program is legally terminated, (b) whether the senior high program extends beyond the legal age and (c) to identify the age at which the extended programming is terminated.

As shown in Table 13, the mean age at which the senior high programs are legally terminated is 20.2. Based on the entering, dropout and graduation ages mentioned earlier, the following observations seem in order. First, the senior high programs are legally prepared to accommodate EMH students for up to five years, which is one year more than the senior high programs for normal children. This would indicate that the schools can offer the EMH students additional time for formal education to help them to be more prepared to function in society. Second, those EMH students who drop out do so after approximately two years, when they are less than halfway through the program. Finally, it would seem that EMH students typically graduate more than one year prior to the legal termination of the program. It will be recalled that Question 9 showed that only 6.9% of the sample reported that the graduate age of EMH students was twenty years of age. Since relatively few students graduate at the legal termination age, the additional year allowed EMH students in the senior high seems to have a negligible effect on the number who graduate. Similarly, with respect to programs extending beyond the legal age, the results show that 80 of the 217 respondents to this question (or 37%) have such programs. As shown in Table 13 this optional programming is terminated at mean age 21, which represents approximately one more year of schooling. However,

TABLE 13

The Mean Age of the Termination of Senior High EMH Programs

	$\bar{x}$	s.d.
Main Program Legally Terminated	20.2	1.5
Extended (Optional) Program Terminated	21.0	1.9

since only 1.9% of the sample reported that the graduation age of EMH students was 21 years of age, it is again apparent that students do not take advantage of the extended schooling.

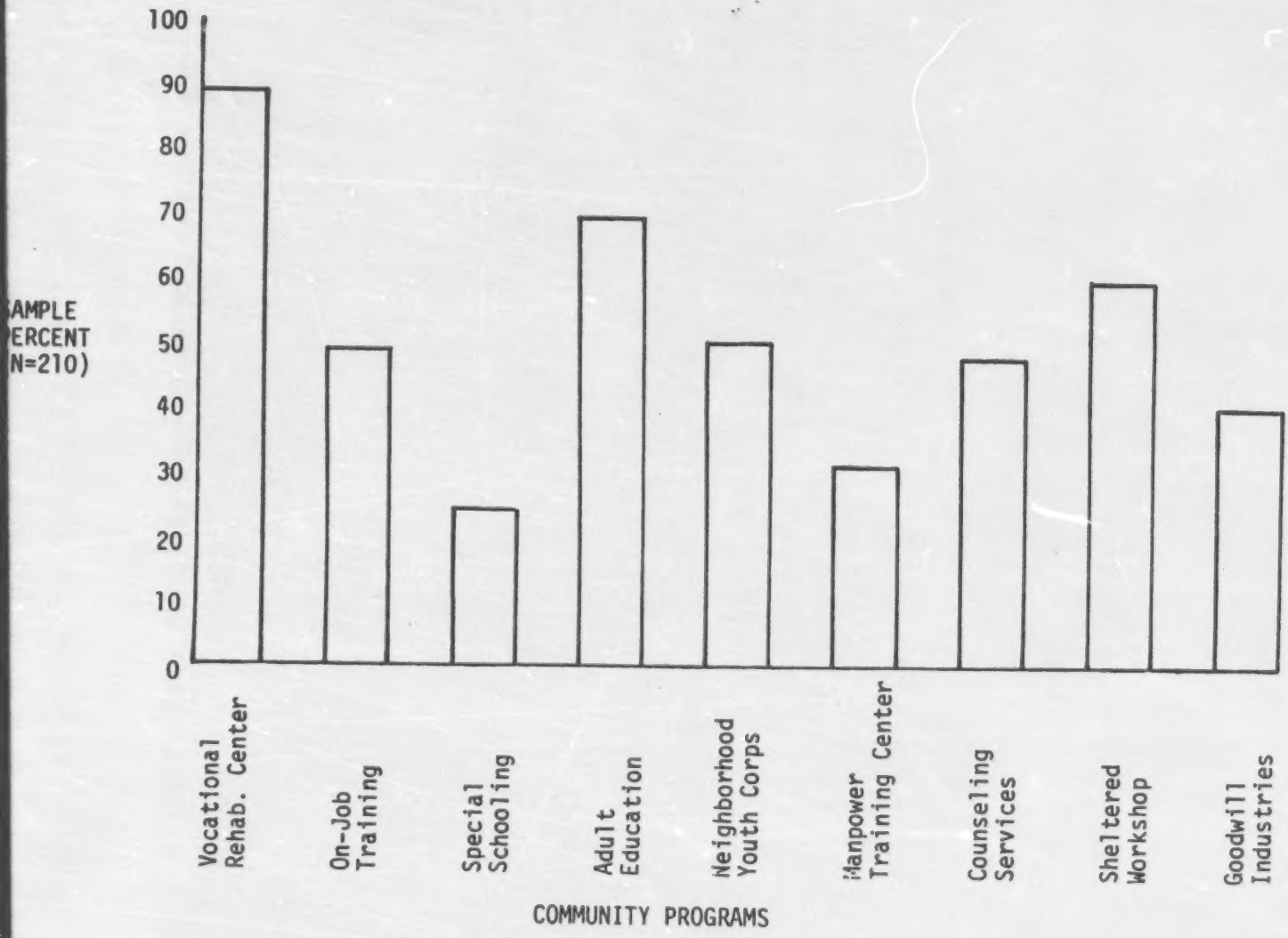
Question 16

The final question attempted to identify the kinds of community programs available to EMH students who drop out of the senior high school program and the extent to which these programs are used by graduates of the senior high program. This question was included for two reasons. First, since many of the existing senior high programs may not sufficiently emphasize vocational and social learning, it would be important to know whether EMH students will be able to pick up these skills from some post-school community program. Second, since the POSVAP working paper (Oelberg, 1973) specifies the need for community-based involvements for the secondary level SLC curriculum, the identification of the various types of community resources currently available would seem to be an initial step in laying the groundwork for the POSVAP.

Figure 12 lists several community programs and the percent of the respondents who reported the availability of each program to EMH high school dropouts. It can be seen that the two most frequently reported programs were "Vocational Rehabilitation Centers" (88.1%) and "Adult Education" (69.5%). However, it should be noted that these values are merely the percentages of the respondents to this question. Considering that vocational rehabilitation centers are available throughout the country, it is surprising that this community resource was not identified by a larger proportion of the sample.

Figure 12

Sample Percent Reporting the Availability of Various Community Programs for EMH High School Dropouts



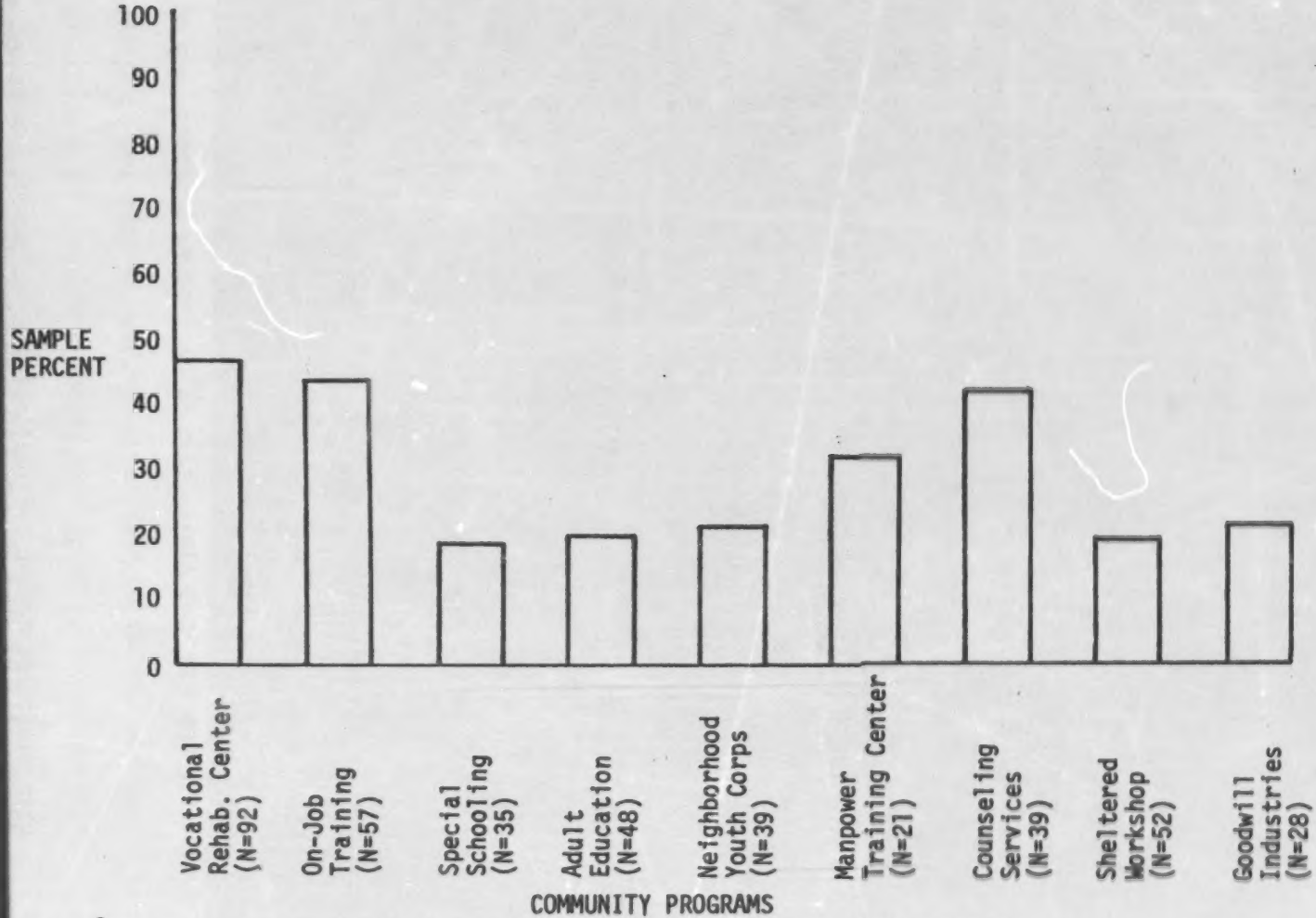
One reason for this may be because the administrative personnel who responded to the survey tended to be academically-oriented educators with little or no training in vocational education. Thus, it may be assumed that it probably is not that vocational rehabilitation centers are unavailable to EMH dropouts; rather, it is more likely that the administrators are either unaware of this resource or unaware that vocational rehabilitation centers are available in communities other than their own. Further, the availability of "Adult Education" in a community does not accurately reflect its availability or relevance to EMH students who have chosen to drop out of the school setting and may not be motivated to avail themselves of any further post-school education.

Gathering together what is known from this survey about EMH dropouts, it may be concluded that (a) dropping out to go to work is the most frequently reported reason for dropping out as well as the reason which accounted for the highest proportion of EMH dropouts (Question 11a); (b) very little follow-up information is available on EMH students who drop out to go to work (Question 11b) and the percentage of dropouts taking advantage of any community programs is not readily available, and (c) there are few community programs available to EMH students who drop out. This finding, in particular, indicates that the prospects for additional community-based assistance - in the form of programs offering social and vocational training - are not very promising and that the schools are not fulfilling the role of helping the students who drop out make use of their resources.

Figure 13 shows the percent of EMH senior high graduates receiving additional training from the various community programs. It should be noted that these percentages are based solely on those responding to this question

Figure 13

The Percent Of Senior High EMH Graduates who Receive Additional Training In Various Community Programs[a]



[a]The Ns represent the number of responses to each community program.

and not the entire sample. Therefore, assuming that those not responding to this question are either unaware of these community programs or do not make these programs available to EMH high school graduates, a very small percentage of EMH graduates actually receive any type of additional training in the community. Thus, as in the case of the EMH dropout, the senior high program is often the student's last educational experience. This strongly suggests that it is imperative for the senior high program to provide the EMH student with a curriculum that will offer extensive and intensive preparation for social and vocational functioning.

Summary of Results

The following are some of the main findings of the questionnaire:

1. The majority of junior high EMH programs are located in the junior high building and a majority of senior high EMH programs are located in the senior high building. Very few programs (5%) are in vocational and/or community settings (Figure 1).
2. As reflected in the program titles, (a) most sampled programs combine academic, social and vocational curricula and (b) there is a shift toward a stronger vocational emphasis at the senior high level (Figure 2 and Table 3).
3. As reflected in the titles of the administrator, (a) the director of special education is responsible for programming in the majority of the sample and (b) there is no significant shift in the involvement of vocationally oriented personnel in programming at the senior high level (Figure 3).
4. The self-contained classroom was identified by the largest proportion of the sample as the typical educational setting of the junior and senior high programs (Figure 4).
5. The availability of resources that are apt to lead to the development of marketable skills (e.g., office and automatic equipment) are reported by a relatively small proportion of the sample (Figure 5).
6. Considering the kind of test information collected on EMH students, it was found that (a) intelligence and achievement test scores are reported more frequently than vocational and on the job evaluations, (b) there is a shift at the senior high level towards more vocational testing and

(c) measures of adaptive behavior are reported by a relatively small proportion of the sample (Figure 6).

7. Social adjustment was the most frequently stated program objective for both junior and senior high. There is a shift away from academic objectives and towards vocational objectives at the senior high (Figure 7, Tables 5 and 6).

8. The most frequently reported criteria for transfer to the senior high program were "Recommendation by Teacher Counselor," "Age" and "Social/Emotional Maturity" (Figure 9).

9. The EMH student's progress through the senior high program is characterized by the following mean ages:

   - mean age of entry into senior high is 15.3 years
   - overall mean age of senior high students is 16.6 years (Table 1)
   - mean age of senior high dropouts is 17.0 years; mean dropout rate is 9.4% (Table 7)
   - mean age of senior high graduates is 18.7 years; mean graduation rate is 85.4% (Table 7)
   - mean age at which the program is legally terminated is 20.2 years (Table 13)
   - When program is extended (37% of sample), the mean age at which optional programming is terminated is 21 years (Table 13).

10. The most frequently identified reasons for dropping out were "Lack of Interest," "To Go to Work" and "Inability to Adjust Socially." The reasons which accounted for the largest percentage of dropouts were "Work," "Age" and "Inability to Succeed Academically." (Figures 9 and 10).

11. The time allotted to "Academic Skills" and "Related Subjects" is approximately half a day in the junior high and one third of the day at the senior

high. The remainder of the day is devoted to vocational and social learning activities (Tables 8 and 9).

12. On a weekly basis, the mean number of teachers seen by junior and senior high students are 4.13 and 4.45, respectively. Approximately half of these are teachers of academic subjects (Figure 11 and Table 10).

13. When asked to rank order activities in an ideal curriculum, "Social Learning" and "Reading" were judged as the most important for the junior high and "Vocational Training" and "Social Learning" were judged as the most important for the senior high (Tables 11 and 12).

14. The most frequently identified post-high school community-based programs were vocational rehabilitation centers and adult education. (Figures 12 and 13).

IMPLICATIONS

While certainly not conclusive, the survey of junior and senior high school EMH programs reported in this monograph provides an indication of some of the trends, practices and problems of current programs for adolescent educable students. Some of the implications of the findings, both for students and curriculum developers, merit further discussion.

In most cases, high school programs for EMH students are housed in the regular high school. Insofar as it can be assumed that this location provides EMH students with exposure to the same range of facilities, opportunities and teaching staff as other students, this would seem to be an ideal location. If it further allows the students to mingle and participate with other students, so much the better. There is, however, some evidence that suggests that this is not so. For example, we find that in the junior high classes, half the schools have EMH students in wholly self-contained classrooms, and over a third still continue this practice in the high schools. In spite of the movement toward mainstreaming, only 10% of high school students are in regular classes most of the time. In fact, 62% of high school students spend part of their day in special self-contained classes. While it is sometimes true that special classes have the best equipment and teachers, it is also true that preparation for functioning in society, the goal of education, might be better done in a setting which approximates the society at large.

Other indications that EMH students may not be benefiting from the facilities of the high school come from the finding that, on the average, EMH students see only 4.5 teachers per week at the high school level. Not only

is this not appreciably different from the junior high level, but it is significantly less than their normal peers. Again, 10% see only one or two teachers per week. Counting the special education teacher and the gym teacher, the students are seemingly not confronted with the variety of personnel one might expect.

Nor, apparently, do they make use of the resources available in the high school to as great an extent as other students. Although most respondents reported that kitchen appliances, woodworking equipment and sewing machines are available in the school for use by EMH students, only slightly more than half reported office equipment as being available to EMH students, in spite of the fact that some office equipment is present in virtually all high schools for student use.

Another finding which could affect the extent to which students benefit from their high school experiences is related to age. On the average, EMH students enter high school programs at age 15.3, with a modal age of entry of 16. This is a year or more later than other students. They enter at this time because they have been transferred from junior high programs. The reasons for the transfers are "Teacher Recommendation" and "Age." Seldom does the transfer take place because the student is demonstrably ready to benefit from the specific advantages and opportunities provided by the senior high program. For example, the reason for transfer reported least was "Readiness for Work," in spite of the fact that preparation for work is allegedly the main purpose of most high school programs. Does this mean that many EMH students are not perceived as ready for the program into which they are moving?

The senior high programs EMH students enter are prepared to give them a minimum four-year program. If they remain to graduate, they will be older

than their peers when they hit the job market. This, however, is not a problem for a quarter of the students, for they do not stay that long. Although schools reported only about 10% dropping out, they also report only about 75% graduating. This would imply that it is possible for EMH students to "disappear" without being formally recorded as dropouts. Indeed, some schools only consider that a student has dropped out if he does so during the course of the school year. Failure to return next fall is considered attrition.

When students are on record as dropping out, they do so at a mean age of 17. Given the age of entry into the program, this means that a fair number of students are receiving only about half of the four-year program. This is verified by the mean age of students in high school programs, 16.6 years. In order to account for this mean, the major portion of the students have to be in the first couple years of the program. While noncompletion of high school is always unfortunate, it becomes especially disturbing in the case of EMH students. Since the work-study aspect of high school programs, where they exist, are generally only available to students in their final year or two, this implies that a large proportion of students do not experience that part of the high school program which could have the most impact in terms of their future as working individuals.

If it is true, as most schools having such programs contend, that the work-study portion of the high school program is the most advantageous and interesting, why do so many students choose not to remain in school for it? In looking at the reasons given for student dropouts, there are several implications regarding inherent deficiencies in the programs. First, the most frequently reported reason for dropouts was "Lack of Interest." Probably many of the respondents saw this as the students' problem, but it could also be viewed as a

problem of the program being provided; namely, that it could not hold the students' interest. A closer look at the top six reasons for dropping out, suggests an even more discomforting picture of the existing programs. Eliminating the reasons of going to work and age, both of which are often catch-alls which obscure the real reasons behind dropping out, it appears that students drop out in significant numbers because of an inability to succeed academically or adjust socially, because of a "Lack of Curriculum." All of these reasons account for more dropouts than the more understandable reasons of draft, marriage, pregnancy or changing to a different educational program.

A second implication concerns the reason for dropping out which was associated with the third largest percentage of students - "Inability to Succeed Academically." This reason not only implies that schools are failing to teach EMH students academic subjects, but it also indicates that they are making academic demands on students which are not realistic or matched to their abilities. More specifically, it indicates that academic demands are being made on high school students, at a time when the schools report (Questions 8 and 14) that their goals are far less academic and highly oriented toward social and vocational competence. This is clearly in conflict with the general feeling that if students have not achieved academic competence by the time they reach high school, they probably won't and efforts should be directed toward making them able to function as working persons in society. Evidently, schools continue to drive students out by making academic demands on them beyond their capabilities.

In some ways even more interesting is the reason accounting for the fifth highest percentage of dropouts - "Inability to Adjust Socially." Given the fact that social adjustment was the most important objective of EMH classes at both the junior and senior high levels, failure in this area raises serious

questions about the ability of the schools to meet their own stated objectives. In fact, all the reasons discussed so far raise some doubt as to whether special education is really providing for the unique individual needs of its students.

Another dropout reason which has interesting implications is "Lack of Curriculum." Since this is a reason which is obviously a fault of the school, and especially since many of the persons filling out the questionnaire are in charge of curriculum in their local districts, it is noteworthy that this emerged as the sixth most common reason for dropping out. It is conceivable that this is, in fact, the real reason behind the others. Other indications that this may be so are suggested by the characteristics of these programs at the high school level.

When asked what the main objectives were for their EMH programs, respondents listed "Social Adjustment," "Knowledge of Basic Skills" and "Emotional Security" first, second and third at the junior high level, and "Vocational Competency," "Social Adjustment" and "Self-Sufficiency" at the senior high. Not only are these noble goals, but the trend toward more emphasis on vocational competency at the senior high is certainly promising. It should also be noted that academic competency and preparation for regular class placement were among the bottom third reasons at both levels. This would certainly suggest that the schools are aware of the vast amount of research which shows conclusively that the causes of problems among adult retardates are social and vocational inadequacies, not lack of academic skills. At least in what they say they are trying to do the schools appear to be responding to the real needs of EMH pupils.

The extent to which programs are accomplishing these objectives, however, becomes questionable in view of some of the other findings of the survey.

One index of programming - program title - shows that less than half of the titles indicate any social or vocational emphasis. While this is a significant increase over the number at the junior high level, it is not enough to support the stated goals. Further, there is no corresponding shift in the type of persons administering the programs. Even at the high school level, only 22% of the administrators are vocationally oriented. In fact, there is no signficant change in the types of administrators from the junior high level. One would expect that, if the emphasis of the program changes, the type of persons in charge would heed to change with the emphasis. This is clearly not the case.

When asked to rank subject areas in terms of their importance in what the respondents considered an ideal curriculum, the results were almost identical to those of the stated objectives. That is, at the junior high the top three were "Social Learning," "Reading" and "Health," and at the senior high "Vocational Training," "Social Learning" and "Family Living." In sum, the picture presented by the questions relating to the intention and desires of the schools in terms of programming for EMH students is one of major emphasis and concern with social and vocational goals, with academics being heavily downgraded in importance at the high school level. Since these goals are consistent with those determined by persons working with adult retardates as being important, they would seem to be indicative of "good" educational planning.

Unfortunately, the effects of educational planning are often not apparent in the activities in the classroom. Whether this is because the persons charged with the actual implementation of program are not involved fully enough in setting goals or whether other factors intervene, the carrying out of stated objective is not always evident. The finding that only about half of the sample reported

that an hour or more of each school day was spent on social and occupational skills while three quarters reported spending that long on academic skills is but one concrete example of this discrepancy. While there is some decrease in time spent on academic subjects at the high school over the junior high, this decrease is not proportional to the increase in social-vocational areas. In fact, if one looked only at the amount of time spent each day in various areas of study, one would infer that the goals of the educational program were almost the inverse of what they are reported to be. This raises some serious questions about the ability of the schools, as presently constituted, to actually carry out the goals they have set for themselves.

Summary

When viewed as a whole, the questionnaire presents a picture of high school programs which is less than perfect. In looking at the overall picture, we find schools which have noble goals and whose administrators envision a curriculum to carry out those goals, but which, in fact, spend disproportionate amounts of time on lesser-goal related subjects; allow students insufficient use of school resources; transfer students into senior high programs for arbitrary reasons having little to do with their readiness for what the program has to offer; do little testing to determine the students' ability to function within social and vocationally oriented programs; provide a program which is inflexible enough that it evidently cannot meet the needs of a large proportion of students, thereby causing them to drop out before they reach the pièce de résistance of the program - the work-study aspect; and provide little assistance or follow-up to those students who leave the program. In sum, it is a picture of a program which is, in many ways, less than adequate for either the needs of the students individually and collectively or for meeting the stated goals of the administration. Since it is, in most cases, the last educational experience for most students, it is all the more important that the inadequacies be alleviated.

Obviously, there is a need for schools to find ways to be more responsive to their own goals and student needs. While many unique and innovative programs have emerged in the last decade, the direct correspondence between goals and activities must be more closely attended to. Schools must address themselves to the question of "How does this contribute to the individual student being able to function in society when he leaves school?" in relation to everything the student is asked to do. It cannot continue to be acceptable for schools to either avoid the question or rationalize it away.

Certainly the survey results demonstrate a need for curriculum which has taken student needs into account and developed strategies and procedures for teachers to use which are directly goal-related with priorities set according to the goals inherent in being able to function in society. The lack of curriculum, both stated and implied by the findings of the survey, implies that at least some of the inadequacies and inconsistancies of present high school programs might be removed by the adoption of a socially and vocationally oriented curriculum which is designed to prepare students for solving the problems with which they will be confronted once they leave school. Since the POSVAP is such a curriculum, the logical conclusion is that it should be developed forthwith.

In addition to verification of the need for a curriculum such as POSVAP, the questionnaire also verified some of the finer points of the POSVAP. Among these are the need for students to participate in learning experiences in the optimum settings - in the school or out in the community. The finding that EMH students have limited access to school resources which might contribute to their vocational abilities indicated that an educational program which has build into it access to such resources would be helpful. The fact that the high school program is the final educational experience for most students also indicates that the program they have in the high school needs to be one which aids in integrating students into the community as much as possible. While many schools do have work-study programs in the last year or two, these programs do not really help students learn to cope with the myriad problems confronted in the real world, as they are often unreal in the sense that they are overly structured and supervised, and separate societal domains in arbitrary ways. If the total educational program used the community as a whole as its learning

setting, with students participating in community experiences independently as they are able, the distinctions between the school world, the work world and the rest of the world would dissipate.

Finally, the survey indicated a need for both school personnel and students alike to become more aware of facilities, especially facilities which might provide further assistance to EMH students which might be available in the community and region. This lack of awareness of available resources and the extent to which students leaving school make use of them is indicative of a separation of the school from the community. Until the schools become integrated into the community and see themselves as but one aspect of the child's learning, they will continue to provide an education which is not as relevant to the needs of students as it could be. A curriculum which uses the community as the learning environment, requires schools to cooperate with other community agencies and businesses making use of a community advisory board to help the schools keep their goals consistent with the real world.

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APPENDIX A

QUESTIONNAIRE

1. (a) Please indicate the approximate mean age of EMR students at each of the following levels by placing a check in the appropriate box.

Level	Approximate Mean Age of EMR Students						
	5 or less	6	7	8	9	10	11 or more
Primary	☐	☐	☐	☐	☐	☐	☐
	8 or less	9	10	11	12	13	14 or more
Intermediate	☐	☐	☐	☐	☐	☐	☐
	11 or less	12	13	14	15	16	17 or more
Junior High	☐	☐	☐	☐	☐	☐	☐
	14 or less	15	16	17	18	19	20 or more
Senior High	☐	☐	☐	☐	☐	☐	☐

Other (please specify)

_____

1. (b) Please indicate the approximate number of EMR students at each of the following levels by placing a check in the appropriate box.

Level	Approximate Number of EMR Students						
	10 or less	11-20	21-30	31-40	41-60	61-100	100 or more
Primary	☐	☐	☐	☐	☐	☐	☐
Intermediate	☐	☐	☐	☐	☐	☐	☐
Junior High	☐	☐	☐	☐	☐	☐	☐
Senior High	☐	☐	☐	☐	☐	☐	☐

2. Your main program for Junior High EMR students is located in ..... (please check one)

LOCATION

- ☐ Elementary Schl Bldg.
- ☐ Junior High Schl "
- ☐ Senior High Schl "
- ☐ Special Vocational Schl "
- ☐ Community Setting "
- ☐ Other (please describe)

_____

Your main program for Senior High EMR students is located in ..... (Please check one)

3. Please check the title that is closest to the title of your main program for EMR students at the junior high level?

Please check the title that is closest to the title of your main program for EMR students at the senior high level?

TITLES

- ☐ Special Education
- ☐ EMR (EMH) Program
- ☐ Special Class
- ☐ Prevocational
- ☐ Occupational Ed
- ☐ Work Study
- ☐ Vocational Program
- ☐ Learning Disabilities
- ☐ Academic & Vocational
- ☐ Untitled

(Specify) others

_____

_____

_____

(specify) others

4. What is the title of the person or persons responsible for the administration of the main program for Junior & Senior High EMR students?

Junior High	Titles	Senior High
☐	Coordinator/Director/Supervisor of Special Ed.	☐
☐	Principal	☐
☐	Assistant Principal	☐
☐	Special Education Teacher	☐
☐	School Psychologist	☐
☐	Director of Pupil Services	☐
☐	Superintendent	☐
☐	Assistant Superintendent	☐
☐	Guidance Counselor	☐
☐	Vocational Rehab. Coordinator	☐
☐	Work-Study Coordinator	☐

5. If relevant, check the major type of classroom arrangement employed in the main programs checked in Question 2. Please check as many as are appropriate.

MAIN JUNIOR HIGH PROGRAM	ARRANGEMENT	MAIN SENIOR HIGH PROGRAM
☐	Self-contained special education classroom	☐
☐	Resource room	☐
☐	Regular class placement	☐

6. Please check any of the following items if they are presently available in school for use with special class children.

- ☐ - kitchen appliances
- ☐ - home laundry equipment
- ☐ - woodworking equipment and tools
- ☐ - sewing machines
- ☐ - office equipment
- ☐ - automative equipment
- ☐ - others (specify)

7. What kinds of test information do you collect on EMR students in the MAIN PROGRAM at the junior and senior high level? Please check as many as are appropriate.

Junior High Level	Test	Senior High Level
☐	Achievement	☐
☐	Intelligence	☐
☐	Teacher Evaluations	☐
☐	Personality Test	☐
☐	Vocational Tests	☐
☐	Health Records	☐
☐	Projective Tests	☐
☐	Measures of Adaptive Behavior	☐
☐	On the Job Evaluations	☐
☐	No Information Available	☐
(specify)	Others	(specify)

_____

_____

_____

8. What are the major objectives for the <u>main program</u> for junior and senior high EMR students? Please check as many as are appropriate. Also, rank order the objectives you have chosen using the Number 1 to signify the most important objective, Number 2 to signify the second most important objective, etc.

Junior High Level	Rank	OBJECTIVE	Rank	Senior High Level
☐	___	Academic Competency	___	☐
☐	___	Vocational Competency	___	☐
☐	___	Social Adjustment	___	☐
☐	___	Emotional Security	___	☐
☐	___	Knowledge of Basic Skills	___	☐
☐	___	Use of Leisure Time	___	☐
☐	___	Preparation for regular class placement	___	☐
☐	___	Self-Sufficiency	___	☐
☐	___	Living Skills	___	☐
☐	___	Citizenship	___	☐
	(specify)	Other (specify)		

_____

_____

_____

9. (a) On what basis are EMR students transferred to the Main Senior High Level program? Please check as many as are appropriate.

Reasons for transfer:

- ☐ Recommendation by teacher/counselor
- ☐ Psychological Evaluation
- ☐ Age
- ☐ Social/Emotional Maturity
- ☐ Academic readiness
- ☐ Length of time in Junior High
- ☐ Ready to work
- ☐ Junior High no longer applicable
- ☐ Other (Specify)

9. (b) At what age does the transfer to the Main Senior High program take place. Please check the appropriate box.

12 or less	13	14	15	16	17	18 or more
☐	☐	☐	☐	☐	☐	☐

10. (a) What is the average age at which EMR students drop out of the Main Senior High program? Please check the appropriate box.

14 or less	15	16	17	18	19	20 or more
☐	☐	☐	☐	☐	☐	☐

(b) What is the average age at which EMR students graduate from the Main Senior High program? Please check the appropriate box.

16 or less	17	18	19	20	21	22 or more
☐	☐	☐	☐	☐	☐	☐

(c) Approximately what percent of your EMRs drop out of the Senior High program? Please check the appropriate box.

less than 1%	1-5%	6-10%	11-15%	16-20%	21-25%	26% or more
☐	☐	☐	☐	☐	☐	☐

(d) Approximately what percent of your EMR students graduate from the Senior High program? Please check the appropriate box.

less than 5%	5-20%	21-30%	31-50%	51-75%	75-90%	90% or more
☐	☐	☐	☐	☐	☐	☐

11. For what reasons do students typically drop out of your Main High School program? Check as many as are appropriate. Also, please specify the percent of EMR student dropping out for each reason.

	Reasons for dropping out:	%
☐	Inability to succeed academically	____
☐	Frustration	____
☐	Lack of Interest	____
☐	Marriage	____
☐	Pregnancy	____
☐	To go to work	____
☐	Age	____
☐	Draft	____
☐	Enter new program	____
☐	Inability to adjust socially	____
☐	Lack of curriculum	____
	Other (specify)	_____

_____

_____

_____

_____

_____

11. (b) Do you have any follow-up information about those who drop out to work? If so, please specify what is happening to these students after leaving school.

_____

_____

_____

_____

12. Approximately how much time per day do EMR students at the Junior and Senior High level spend in the following activities? Please check the appropriate box.

_____

Activity	Time (per day) spent in Junior High						
	less than 15 min.	15-45 min.	45-60 min.	1-2 hrs.	2-3hrs.	3-4 hrs.	4 hrs. or more
Academic skills	☐	☐	☐	☐	☐	☐	☐
Social & occupational skills	☐	☐	☐	☐	☐	☐	☐
Related subjects(music, art,physical education)	☐	☐	☐	☐	☐	☐	☐
On the job training	☐	☐	☐	☐	☐	☐	☐
Individual & group counseling	☐	☐	☐	☐	☐	☐	☐
Specific vocational training (wood & metal shop, etc.)	☐	☐	☐	☐	☐	☐	☐

Other (please specify) _____

_____ _____

_____

_____

_____

Activity	Time (per day) spent in Senior High						
	less than 15 min.	15-45 min.	45-60 min.	1-2hrs.	2-3hrs.	3-4hrs.	4 hrs. or more
Academic skills	☐	☐	☐	☐	☐	☐	☐
Social & Occupational skills	☐	☐	☐	☐	☐	☐	☐
Related subjects (music, art, physical education)	☐	☐	☐	☐	☐	☐	☐
On the job training	☐	☐	☐	☐	☐	☐	☐
Individual & group counseling	☐	☐	☐	☐	☐	☐	☐
Specific vocational training (wood & metal shop, etc.)	☐	☐	☐	☐	☐	☐	☐
Other (please specify)							

13. (a) Approximately how many teachers does the average EMR student see on a weekly basis in the MAIN PROGRAM at the Junior High Level? Please check the appropriate box.

1	2	3	4	5	6	7	8	9	10 or more
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(b) At the Senior High level?

1	2	3	4	5	6	7	8	9	10 or more
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

(c) How many of these are teachers of academic subjects?

1	2	3	4	5	6	7	8	9	10 or more
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

14. Assuming that an ideal curriculum was available for EMR students at the Junior and Senior High levels, please rank from 1-10 the following areas in terms of their importance in the ideal curriculum. In using the numbers, "1" means most important and "10" means least important. This should be done separately for males and females at the Junior and Senior high levels. Please place your responses in the appropriate boxes.

JUNIOR HIGH LEVEL		ACTIVITY	SENIOR HIGH LEVEL	
Males	Females		Males	Females
		Reading		
		Arithmetic		
		Health (including sex educ.)		
		Vocational training		
		Social Learning		
		Home Economics		
		Family Living		
		Training for leisure time		
		Citizenship training		
		Related subjects (art, music, physical ed.)		
		Other (please specify)		

_____

_____

_____

_____

15. (a) At what age is the MAIN PROGRAM for high school EMRs legally terminated? Please check the appropriate box.

15 or less	16	17	18	19	20	21 or more
☐	☐	☐	☐	☐	☐	☐

(b) Does our main high school program extend beyond this legal age? If so, to what age level? Please check the appropriate box.

18 or less	19	20	21	22	23	24 or more
☐	☐	☐	☐	☐	☐	☐

16. Please check any of following community programs which are available to EMR students who drop out of the high school program. Also, please enter the percentage of the graduates of your MAIN PROGRAM for high school EMR's receiving additional training from the following programs:

Available to dropout	Programs	% of Graduates receiving training
☐	Vocational Rehabilitation Center	____
☐	On-job Training	____
☐	Special Schooling	____
☐	Adult Education	____
☐	Neighborhood Youth Corp	____
☐	Manpower Training Center	____
☐	Counseling Services	____
☐	Sheltered Workshop	____
☐	Goodwill Industries	____
	Other (please specify)	

_____

_____

Thank you very much for your consideration. We would appreciate any comments you might have concerning the questionnaire.